

Hanover High School
Program of Studies
2023 – 2024



Hanover High School

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Libby Corbo, Chairperson

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PROGRAM OF STUDIES

2023 – 2024

The Program of Studies includes course descriptions that assist students as they plan course selections for the next school year. Greater detail can be provided by the faculty, directors, and guidance counselors. Promotion requirements and graduation requirements are clearly defined below.

Students are encouraged to challenge themselves academically by enrolling in courses that demand excellence in their schoolwork. Meeting these challenges ensures that one is equipped with the essential skills necessary to meet the high expectations of college and the workplace. In short, our goal is to provide students with the essential skills needed for success after graduation. The Massachusetts Department of Elementary and Secondary Education identifies broad, skills-based themes. These include (a) Information and Communication, (b) Thinking and Problem-Solving, (c) Interpersonal and Self-direction Skills, (d) Global Knowledge and Understanding, (e) Financial, Economic, and Business Literacy, (f) and Civic Literacy. These themes are woven throughout the course descriptions.

As students select courses, it is important to involve parents/guardians, directors, and guidance counselors in the decision-making process. Our experienced and professional staff will provide students with the support, encouragement, and challenges needed to become successful individuals in school and life.

Parents and guardians are encouraged to participate actively in the course selection process this year as their student makes decisions about their course of study for next year. Parent/guardian involvement is critical to ensuring that students enroll in the appropriate courses and make decisions that will have an impact on their future goals and aspirations. If any questions arise, please do not hesitate to contact a guidance counselor, department head, member of the faculty, or administration.

How to Use The Program of Studies

Students are encouraged to plan a course of studies for four years. Please take some time to review the graduation requirements that are detailed in this section and utilize the four-year sequence planner at the end of this booklet. Schedule your program with your future in mind. Students who intend to continue their education after graduation must pay close attention to college admissions requirements when planning a four-year sequence. Levels are designated in most courses and all levels are college preparatory. The curriculum for all courses is aligned with the Department of Elementary and Secondary Education Frameworks. Seek input carefully and take advantage of the advice available from teachers, counselors, administrators as well as parents/guardians. If you have questions about the types of courses you should take to be equipped for a specific career field or a specific type of college or university, please consult your Guidance Counselor ahead of time. Courses detailed in this *Program of Studies* indicate Hanover High School's commitment to equity and excellence for all students. However, if an insufficient number of students select a specific course, it may not be possible to offer the course. In many cases where courses are oversubscribed, priority for enrollment will be given to seniors, juniors, sophomores, and finally freshmen. Students who are unable to enroll in a course of their first choice will be provided a course by his/her counselor to give the student a full schedule. Students may meet with the counselor to make changes should this occur.

Hanover High School Course of Study

Humanities Courses (45 credits)

- English – 20 credits (4 years)
 - Students may not take more than one English course per year until senior year
 - During senior year, students may take English 11 and senior-level English as necessary to graduate
- History – 15 credits (3 years)
 - Must include two years of US History and one year of World History
- World Language – 10 credits (2 years)

STEM Courses (35 credits)

- Math – 20 credits (4 years)
- Science – 15 credits (3 years)
 - Must include biology as well as two additional lab sciences

Physical Education/Wellness Electives (10 credits)

Other Electives (30 credits)

- Any approved elective except PE/Wellness, which is already required

Total: 120 credits to graduate

Promotion Requirements

Grade 9 to Grade 10 – 30 credits

Grade 10 to Grade 11 – 60 credits

Grade 11 to Grade 12 – 90 credits

Course Levels

Advanced Placement (AP)

Advanced Placement courses involve a prescribed curriculum determined by the College Entrance Examination Board. The course work is considered college-level preparation, carries additional weight in computing grade point average, offers the opportunity to earn college credit, and is designated to be rigorous and challenging. Students considering enrollment in an AP course should speak with their guidance counselor, the AP teacher, and their parents/guardians and consult each department's course description for AP courses offered in each department before making any decisions. All AP courses require summer work prior to the start of the school year. Any student who enrolls in an AP course is required to take the AP exam in May of the school year. Students must pay for the AP exams before January 15. Financial assistance is available upon request.

Honors (H)

These courses are recommended for students who demonstrate high academic achievement through a combination of motivation and aptitude. These courses contain considerable enrichment and acceleration. Instruction assumes that students are able to grasp content and concepts in the initial presentation. These courses emphasize higher-order thinking in analysis, synthesis, and evaluation. Outside reading, problem-solving, and study are required. Students are expected to show initiative with respect to the organization of time, long-term assignments, and seeking extra help. Written work must exhibit complexity in structure, thought, and vocabulary.

College Preparatory

These courses are demanding and require a great deal of outside preparation. Student work requires thoughtful application and analysis of content. Consolidation and application of concepts are developed both independently and with teacher guidance. Written work exhibits proficiency in sentence structure, the sophistication of vocabulary, and the development and integration of themes and concepts. Outside reading, problem-solving, and study precede and follow classroom discussions. All courses in this Program of Studies are college preparatory courses unless identified as honors (H) or advanced placement (AP).

Course Selection and Changes

- Course recommendations for the following year are made by the student's current teachers. The teachers make thoughtful recommendations by considering a myriad of factors including the academic performance in current and past courses, standardized test results, input from students, parents, and guardians, as well as additional information available in Individualized Education Programs, 504 Plans, and Individualized Health Care Plans. Teacher recommendations for placement should be considered seriously by the students and parents/guardians during the course selection process. The course recommendations are intended to place students in courses where the pace, expectations, and standards are appropriate to their needs and abilities, thereby allowing students to learn, grow and succeed.
- In academic courses where there is a disparity between the teacher's recommendation and the student's course request, the student and parent/guardian will follow the Placement Review Process (see below).
- The master schedule of courses for the high school is built by thoroughly analyzing student requests, teacher recommendations, staffing capabilities, and room capacity. The master schedule is designed to optimize course requests for the maximum number of students. Staffing is assigned based on student requests. Courses should be chosen carefully by students, who should seek the advice of faculty, guidance counselors, and parents/guardians.
- Courses requested by a student are not guaranteed to be a part of the student's schedule. At times, adjustments are made to student schedules because of capacity, conflicts, and availability. When this arises, students may be placed in courses they may not have requested in order to give the student a full and complete schedule.
- Student-initiated course changes during the add/drop period (the first week of school) begin with the student's guidance counselor. Changes involving errors, conflicts, or necessary revisions are handled first. Course changes must be made in the best interest of the student's academic schedule.
- Requests for a change such as disliking a course, underestimating the course expectations, selecting and deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate reasons for a schedule change and will not be honored. This policy has been developed to prevent staffing, scheduling and teaching, and issues that result in late schedule changes. Once the school year has begun, schedule conflicts, over-subscription, and other factors may make certain courses unavailable. We cannot stress enough the importance of carefully considering and selecting courses in the spring.
- All parent/guardian and student-initiated schedule changes after the add/drop deadline require the completion of the schedule change request form. Students and/or parents/guardians must initiate communication with the teacher and/or department head about any course or level change. Students must complete a schedule change form that is provided by the department head. All signatures from parents/guardians, students, teachers, department heads, and guidance counselors are required for a schedule change to occur.
- The deadline for all add/drops is one week after the first day of school.

Placement Review Process

Teachers carefully consider their course recommendation for each student. It is important to maintain clear communication between the student, parent/guardian, and teacher, particularly when a teacher's recommendation differs from the level the student feels is more appropriate. In order to facilitate understanding when this difference occurs, the students and parents/guardians are encouraged to talk with the teacher and, if necessary, the appropriate department head. If the decision is to override the teacher's recommendation, the parent/guardian/student will select the desired course in Aspen. The course placement is then reviewed by the administration. The student and parent/guardian will be required to complete a course recommendation waiver and return it to the administration by the deadline listed on the waiver. The waiver indicates that the student and parent/guardian understand they are selecting a course that has not been recommended by their teacher.

Initial Course Selection for Grade Nine

Course placement for grade nine students incorporates grades in their current eighth-grade courses, teacher recommendations, standardized test results including MCAS and iReady, input from students, parents, and guardians, as well as the additional information available in Individualized Education Programs, 504 Plans, and Individualized Health Care Plans. Families should consider the time and dedication required in an all-honors curriculum. The high school guidance counselors meet with incoming 9th-grade students in the spring of their 8th-grade year during an assembly presentation to assist with their ninth-grade course selection. A Curriculum Night is also held to acquaint parents/guardians and incoming eighth-graders with Hanover High School and its rigorous academic program.

Dual Enrollment

As part of the Massachusetts Education Reform Act, students may qualify to take college-level courses for high school credit. Students will be awarded a minimum of 2.5 credits for each semester course successfully completed. The Hanover School System is not responsible for tuition or transportation. Additionally, Hanover High School offers a dual-enrollment program in partnership with Quincy College whereby adjunct-qualified HHS teachers may teach an approved HHS course that is recognized as a Quincy College course. There is a fee associated with this dual-enrollment opportunity. See your Guidance Counselor for more information.

Hanover Public Schools Mission Statement

The Hanover Public Schools prepares students to soar and succeed by upholding the highest expectations for teaching and learning. We engage all learners within a welcoming, challenging, and supportive learning environment by promoting:

- Meaningful and relevant curricula
- Opportunities for character development, self-responsibility, and leadership
- A culture of curiosity, creativity, empathy, and inclusion
- A community where all feel welcomed
- Enrichment opportunities in the arts, athletics, and fundamental life skills
- Transparent and trusting relationships

Hanover High School Core Values and Beliefs

The Hanover High School community provides a competitive and challenging curriculum specific to individual educational needs, empowering students to succeed in the academic, social, and civic arenas.

We believe that respect, compassion, and empathy promote a positive climate that fosters school spirit and unity.

We believe in the importance of collaboration through active participation and accountability in solving problems and accomplishing goals by working with others.

Within a safe and secure environment, students develop academic and personal independence, self-motivation, artistic appreciation, creativity, social responsibility, and global awareness.

Learning Expectations

Academic

- The HHS graduate reads actively and critically.
- The HHS graduate writes effectively to construct and convey meaning.
- The HHS graduate speaks effectively.
- The HHS graduate is a responsible and proficient user of current technology and is receptive to emerging technology.
- The HHS graduate creatively applies concepts to interpret information, to solve problems, and to justify solutions.

Social

- The HHS graduate practices personal wellness.
- The HHS graduate acts responsibly and works ethically.

Civic

- The HHS graduate is an active citizen who demonstrates an understanding of civic responsibility and worldwide current events.

Adopted by HHS Faculty: February 6, 2018

Adopted by Hanover School Committee: March 13, 2019

Vision of the Hanover High School Graduate

Resilient & Adaptable Learner

- ❖ Perseveres to accomplish complex tasks and overcome academic and personal barriers to meet goals
- ❖ Works effectively in a climate of evolving situations and changing priorities
- ❖ Incorporates feedback effectively and deals positively with praise, setbacks, and criticism
- ❖ Monitors and directs their own learning, adapting their approach as needed to complete a task or solve a problem successfully
- ❖ Views failure as an opportunity to learn; understands that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Creator & Innovator

- ❖ Uses a wide range of idea-creation techniques and problem-solving techniques (such as brainstorming, divergent and convergent thinking, effective reasoning, and systems thinking)
- ❖ Elaborates, refines, analyzes, and evaluates their own ideas in order to improve and maximize creative efforts
- ❖ Demonstrates originality and inventiveness in work and understands the real-world limits to adopting new ideas.
- ❖ Acts on creative ideas to make tangible and useful contributions
- ❖ Reflects critically on learning experiences, processes, and solutions

Productive Collaborator

- ❖ Demonstrates ability to work effectively and respectfully with diverse teams
- ❖ Assumes shared responsibility for collaborative work, and values the individual contributions made by each team member

Personal Excellence

- ❖ Employs strategies to maintain personal wellness, focus, and intention in their lives
- ❖ Acts responsibly and works ethically
- ❖ Demonstrates empathy toward others

Engaged Global Citizen

- ❖ Listens with an open mind to understand others' situations and treats all with kindness and respect
- ❖ Learns from and engages collaboratively and reflectively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, digital, and community conversations
- ❖ Demonstrates knowledge and understanding of society's impact on the natural world
- ❖ Accesses, analyzes, and evaluates information in order to understand the local, national, and global implications of civic decisions
- ❖ Contributes to society in significant ways by serving others

Effective Communicator

- ❖ Reads actively and critically, evaluating sources of information and sharing information responsibly
- ❖ Writes effectively to construct and convey meaning
- ❖ Speaks effectively in both the physical and digital world

VISION of the GRADUATE

"Soar & Succeed"

MISSION STATEMENT

Hanover High School provides students with a rigorous, demanding education to enable them to achieve their fullest potential. To this end, the school fosters the personal growth of all students as well as a secure environment in which students respect the dignity of all individuals. Together, the administration, faculty, and staff create opportunities for students to acquire the skills, knowledge, and work ethic to be responsible and productive members of a changing society.



CORE VALUES & BELIEFS

The Hanover High School community provides a competitive and challenging curriculum specific to individual educational needs, empowering students to succeed in the academic, social, and civic arenas. We believe that respect, compassion, and empathy promote a positive climate that fosters school spirit and unity.

We believe in the importance of collaboration through active participation and accountability in solving problems and accomplishing goals by working with others. Within a safe and secure environment, students develop academic and personal independence, self-motivation, artistic appreciation, creativity, social responsibility, and global awareness.

The Hanover High School Graduate:



Perseveres to accomplish complex tasks and overcome academic and personal barriers to meet goals

Works effectively in a climate of evolving situations and changing priorities

Incorporates feedback effectively and deals positively with praise, setbacks, and criticism

Monitors and directs their own learning, adapting their approach as needed to complete a task or solve a problem successfully

Views failure as an opportunity to learn; understands that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes



Uses a wide range of idea-creation techniques and problem-solving techniques (such as **brainstorming**, divergent and convergent **thinking**, effective **reasoning**, and systems thinking)

Elaborates, refines, analyzes, and evaluates their own ideas in order to improve and maximize creative efforts

Demonstrates originality and inventiveness in work and **understands** the real-world limits to adopting new ideas.

Acts on creative ideas to make tangible and useful contributions

Reflects critically on learning experiences, processes, and solutions



Demonstrates ability to work effectively and respectfully with diverse teams

Assumes shared responsibility for collaborative work, and values the individual contributions made by each team member

HPS Mission Statement

The Hanover Public Schools prepares students to soar and succeed by upholding the highest expectations for teaching and learning. We engage all learners within a welcoming, challenging, and supportive learning environment by promoting:

- Meaningful and relevant curricula.
- Opportunities for character development, self-responsibility, and leadership.
- A culture of curiosity, creativity, empathy, and inclusion.
- A community where all feel welcomed.
- Enrichment opportunities in the arts, athletics, and fundamental life skills.
- Transparent and trusting relationships.



Employs strategies to maintain personal wellness, focus, and intention in their lives

Acts responsibly and works ethically

Demonstrates empathy toward others



Listens with an open mind to understand others' situations and treats all with kindness and respect

Learns from and **engages** collaboratively and reflectively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, digital, and community conversations

Demonstrates knowledge and understanding of society's impact on the natural world

Accesses, analyzes, and evaluates information in order to understand the local, national, and global implications of civic decisions

Contributes to society in important ways by serving others



Reads actively and critically, evaluating sources of information and sharing information responsibly

Writes effectively to construct and convey meaning

Speaks effectively in both the physical and digital world



ENGLISH COURSES

Course No.	Title	Level	Credits	Grades
111	English 9 – Honors	H	5.0	9
112	English 9	CP	5.0	9
121	English 10 – Honors	H	5.0	10
122	English 10	CP	5.0	10
130	English 11/12 – Language & Composition – AP	AP	5.0	11, 12
131	English 11 – Honors	H	5.0	11
132	English 11	CP	5.0	11
140	English 11/12 – Literature & Composition – AP	AP	5.0	11, 12
144	English 12 – Reader’s Journey – Honors	H	5.0	12
145	English 12 – Reader’s Journey	CP	5.0	12
146	English 12 – An Adventure in Space and Time – Honors	H	5.0	12
147	English 12 – An Adventure in Space and Time	CP	5.0	12
153	English 12 – Literature and Popular Culture – Honors	H	5.0	12
154	English 12 – Literature and Popular Culture	CP	5.0	12

ENGLISH

English courses develop students' reading, writing, speaking, listening, and thinking skills and provide students with an understanding of literary works of merit. In alignment with Massachusetts State Frameworks in literacy, the curriculum focuses extensively on informative/explanatory writing, narrative compositions, and the development of spoken and written arguments. Reading is deliberately addressed in terms of the close reading of literature and informational/non-fiction texts. In English courses, students, as both readers and writers, develop a greater awareness of the magic and power of words, learn to use critical thinking skills to challenge unexamined assumptions, employ a variety of media for effective communication, and develop an awareness of the way literature mirrors various aspects of the human condition. Skills such as critical thinking, collaboration, public speaking, global awareness, creativity, self-direction, interpersonal awareness, and technology are encouraged and stressed in all English courses. All English courses have strongly encouraged summer reading. Summer reading lists are available online and/or by contacting the English department head.

111 ENGLISH 9 – Honors

5 credits/year

Ninth grade Honors English focuses on writing that includes the informal and critical essay. In addition, students expand their critical writing skills by including the use of references from outside sources—both online and textual. Consequently, the students are expected to attain a higher degree of mastery in essay writing. Students are introduced to world literature through a variety of genres: novels, plays, epic poetry, short stories, etc. The literature is used as a basis for sharpening critical and analytical skills. Some of the works read include: *Romeo and Juliet*, *Animal Farm*, *Our Town*, *Great Expectations*, *The Odyssey*, and *Les Miserables*. Weekly cumulative vocabulary is required. Students work on independent projects, are assigned independent reading, and work on oral interpretation and informative speeches. Students in this course are expected to demonstrate a consistent work ethic, an aptitude for literary analysis, and a desire to improve their writing skills through challenging assignments. Students will conduct research and write annotated bibliographies.

112 ENGLISH 9

5 credits/year

In this course, students practice writing in order to develop concise sentences and paragraphs leading to the composition of an informative essay. Grammar is studied in order to give students the tools needed to write well. The students read selected literature designed to promote improvement in comprehension skills and vocabulary, and to understand the figures of speech. Students read novels, poems, plays, and short stories. Students read such works as *Romeo and Juliet*, *Animal Farm*, *The Other Wes Moore*, *Fahrenheit 911*, *Our Town*, *Great Expectations*, and *The Odyssey*. These works require the student to read with a greater depth of understanding. Weekly cumulative vocabulary is required. Students work on independent projects, are assigned independent reading, and work on oral interpretation and informative speeches. Students will conduct research and write annotated bibliographies.

121 ENGLISH 10 – Honors

5 credit/year

This course examines a variety of complex literary works chosen because they are intellectually demanding and, consequently, promote improvements in reading comprehension skills and improved vocabulary. *Julius Caesar*, *A Tale of Two Cities*, *Lord of the Flies*, and *Night*, as well as other significant works, are studied. The genres of the short story, poetry, and nonfiction are also included as study units. Students are required to present informative and persuasive speeches/presentations. Writing expository papers is required with frequent assignments of varying length. Critical and persuasive papers are assigned that require MLA documentation of online and textual sources. Grammar and usage units are reviewed and studied during the year, and independent reading assignments are required. Students in this course are expected to demonstrate a consistent work ethic, an aptitude for literary analysis, and a desire to improve their writing skills through challenging and varied assignments. Literature exams will assess depth of understanding every term.

122 ENGLISH 10

5 credits/year

In this course, literature is selected to further the student's introduction to and information about world literature. This literature is selected to promote improvement in comprehension skills and to increase vocabulary. Students read several classics such as *Lord of the Flies*, *To Kill a Mockingbird*, and *Night*. Short story, essay, drama, non-fiction, and poetry units are also presented. Literary terms and themes are studied. Grammar is reviewed as a necessary tool for improving the writing process. Weekly cumulative vocabulary is required. The students concentrate on the

development and reinforcement of the necessary skills to create effective expository, descriptive, persuasive, and narrative essays. To further sharpen their composition skills, students are taught how to write a summary. Students also engage in group projects of a literary or creative nature and give oral presentations.

130 ENGLISH 11/12 – ADVANCED PLACEMENT LANGUAGE & COMPOSITION 5 credits/year

This yearlong college course is designed to prepare students for the AP Language and Composition exam given in May of each year. While engaging in the study of rhetoric, this course will focus primarily on the reading and writing of nonfiction. Through close readings of non-fiction texts, such as *The Glass Castle*, *In Cold Blood*, *Outliers*, and *The Immortal Life of Henrietta Lacks*, students will develop a keener sense of the methods and rhetorical strategies at work in successful writing. Students will read a variety of essays from a range of historical contexts and will immerse themselves in the process of writing as they try their hands at synthesis, argument, and analysis essays. Extensive reading and writing are expected from students throughout the course. Any student who enrolls in an AP course is required to take the AP exam in May.

131 ENGLISH 11 – Honors 5 credits/year

Honors English stresses the chronological, as well as thematic, study of American literature. All genres are included. An understanding of Puritanism through the writing of Edwards, Taylor, and Bradstreet is stressed, as are the Romantic and Transcendental movements through the writing of Poe, Bryant, Emerson, and Thoreau. The writings of these 18th and 19th century writers are linked to the thinking and writing of 20th and 21st century writers in order to emphasize thematic and archetypal relevance. These readings also serve as a background for the in-depth study of *The Scarlet Letter*, *The Tempest* by Shakespeare, *Huckleberry Finn*, *A Separate Peace*, *The Great Gatsby*, and *The Catcher in the Rye*. Students will also draw extensively on complex texts from *Conversations in American Literature*. Critical and expository essays ranging from five paragraphs to the formal paper are required. Some assignments include the use of supportive quotations and paraphrased passages from texts under study; others demand the use of outside sources—both text and online sources, and these online sources are often accessed via web searches and the literary website JSTOR. Additionally, students gather in groups to discuss, debate, come to a consensus, and report out on various literary challenges. Students in this course are expected to demonstrate a consistent work ethic, an aptitude for literary analysis, and a desire to improve their writing skills through challenging assignments. Students will be asked to annotate texts frequently and independently. Weekly cumulative vocabulary is required.

132 ENGLISH 11 5 credits/year

This course surveys American literature. The overview will begin with a study of pre-colonial literature and the experience of the colonizers and the colonized. Puritanism and the Romantic/Transcendental movements are explored. Students read novels such as *The Scarlet Letter*, *The Grapes of Wrath*, and *The Catcher in the Rye*. Lessons learned from classic American literature will assist students in gaining greater understanding of themselves and the world around them. Students often respond via the class website to discuss literary texts and to comment on the comments of their classmates. Independent reading is assigned each term. Expository writing – an ongoing process – is stressed, with a review of accepted usage and sentence structure. Writing assignments range from the personal essay, to the critical analysis of a literary work, to practice in writing essays for college applications. Students sharpen their composition skills by developing their proficiency with summary. Students often engage in group work to collectively think about and to solve thorny literary conundrums.

140 ENGLISH 11/12 – ADVANCED PLACEMENT LITERATURE & COMPOSITION 5 credits/year

This yearlong college course is designed to prepare students for the AP English Literature and Composition exam given in May of each year. Students selecting this elective are presumed to have developed solid skills, are highly motivated, thoroughly enjoy reading great literature, and look forward to both written and oral analysis. Students also work in groups to find thematic links that run through various literary texts and work to explicate complicated poems. Students not only read works of literature; they create their own. When students engage in critical research papers, they rely both on the text and Internet sites such as JSTOR. There are frequent timed writings throughout the year to practice for the AP Exam. Graded Requirement: Summer Reading on Associated Works; also, any student who enrolls in an AP course is required to take the AP exam in May.

144 ENGLISH 12 – A READER’S JOURNEY – Honors

5 credits/year

145 ENGLISH 12 – A READER’S JOURNEY

The Reader’s Journey course is designed for students who want to develop as readers, whether they are avid readers who already know their reading preferences, or reluctant readers looking to discover their identities as readers. It allows students to develop an individualized reading plan to address their reading strengths and weaknesses as well as their interests. They will use these texts to hone their critical reading skills. The honors section will include one or two teacher-selected texts. All students’ reading lists will include both fiction and nonfiction texts that span a variety of cultures, time periods, and genres, including essays, poetry, and short stories. Students will work with the teacher to create a reading plan that includes relevant texts by completing assignments based on those texts. Over the course of the year, students will participate in conferences with the teacher, facilitate class discussion, participate in reading circles, and write expository, narrative, and persuasive essays. Students will keep a reading journal throughout the year. Both levels may utilize how to read literature, like plot, over the course of the year. Students can take this course at either a college preparatory or honors level. Students in both courses are expected to demonstrate a consistent work ethic, an aptitude for literary analysis, and a desire to improve their writing skills through challenging assignments. Both levels will complete annotated bibliographies as part of the writing and research process.

146 ENGLISH 12 – AN ADVENTURE IN SPACE AND TIME – Honors

5 credits/year

147 ENGLISH 12 – AN ADVENTURE IN SPACE AND TIME

This science fiction and fantasy course will cover the conjoined genres of science fiction and fantasy. Students will read literature from the scope and history of sci-fi and fantasy, as well as look at the influence they have had on the real world, such as Star Trek’s influence on the genesis of the iPhone, for example. Texts will not be limited to print, but include television, movie, and other revolutionary sorts of media such as video games and VR. Notable texts will include *The King of Elfland’s Daughter*, *Anime*, *The Watchman*, *The Sandman*, *episodes of The X Files*, and the works of HP Lovecraft as a case study. Students will become familiar with the history of Western science fiction & fantasy and be exposed to the science fiction & fantasy of other cultures. Students will write literary analysis of science fiction & fantasy as well as create their own works in accordance with the conventions of the genres. This course will culminate in the development of a project that is planned, prepared, and presented in close association with teacher and community involvement. This project is structured like a Science Fiction Convention, and we call it “Hawk Con.” Students can take this course at either a college preparatory or honors level. Students in the honors course are expected to demonstrate a consistent work ethic, an aptitude for literary analysis, and a desire to improve their writing skills through challenging assignments.

153 ENGLISH 12 – LITERATURE AND POPULAR CULTURE – Honors

5 credits/year

154 ENGLISH 12 – LITERATURE AND POPULAR CULTURE

The Literature and Popular Culture course includes readings from a variety of genres in both classic and contemporary texts from American, British, and global literary traditions. Students may keep a journal for reflective responses to our readings and will complete critical expository essays. They will also learn to read as writers and write as readers in preparation for the college writing experience. Throughout the course, students will draw connections between our readings and present popular culture. Multi-week units include: The Role of the United States Supreme Court, The Economy as it Influences Daily Life, The Criminal Justice System, Science, Technology, Progress, America’s Obsession with Celebrity, Life After High School. We will analyze thematic relationships between the two, evaluate these relationships in other cultural and literary contexts, and apply our findings through creative expression. Students can take this course at either a college preparatory or honors level. Senior students are expected to manage their assignments in a timely fashion, engage in direct conversation with the classroom teacher when struggling, and display a willingness to contribute to intellectual discussions. Students can take this course at either a college preparatory or honors level. Students in both courses are expected to demonstrate a consistent work ethic, an aptitude for literary analysis, and a desire to improve their writing skills through challenging assignments. The honors level will also require students to read an extra full-length text and write an additional 600–800 word essay each term. Students will conduct research and write annotated bibliographies.

HISTORY AND SOCIAL STUDIES COURSES

Course No.	Title	Level	Credits	Grades
211	United States History 1 – Honors	H	5.0	9
212	United States History 1	CP	5.0	9
220	United States History 2 – AP	AP	5.0	10
221	United States History 2 – Honors	H	5.0	10
222	United States History 2	CP	5.0	10
200	World History: Modern – AP	AP	5.0	11
201	World History – Honors	H	5.0	11
202	World History	CP	5.0	11
230	U.S. Government and Politics – AP	AP	5.0	11, 12
231	Comparative Government and Politics – AP	AP	5.0	11, 12
249	Psychology and Sociology	CP	5.0	12
250	Psychology – AP	AP	5.0	12
259	Sports and Society	CP	5.0	12
260	Global Studies – Honors	H	5.0	12
261	Global Studies	CP	5.0	12
263	Economics – Honors	H	5.0	12
272	19th and 20th Century American History – Honors	H	5.0	12
925	Early Childhood Education Mentor	CP	2.5	9, 10, 11, 12
926	Student Aide	CP	2.5	9, 10, 11, 12
943	Community Service	CP	2.5	11, 12

HISTORY AND SOCIAL STUDIES

All Social Studies courses incorporate the learning standards of the Massachusetts Curriculum Frameworks developed by the Massachusetts Department of Elementary and Secondary Education and meet the high expectations stated in the Hanover High School Core Values and Beliefs Statement. Students must complete 15 credits in Social Studies. All freshmen take US History 1 and sophomores take US History 2. All juniors take World History. Students have the opportunity to take four AP courses in Social Studies, beginning with US History in their sophomore year. Seniors continue to have their elective choices.

211 UNITED STATES HISTORY 1 – Honors

5 credits/year

This course covers the Revolution through World War I. It is designed for students who have consistently demonstrated strong academic ability and the motivation to work independently. The pace of this course is rapid. Students should plan to do 30–40 minutes of homework every night. Students will be presented with an intellectual foundation of the nation's political, social, and economic institutions. Additionally, students will read, analyze and communicate orally and in writing about primary source documents. These readings and other assignments serve as a means to assist students in developing critical thinking and problem-solving skills so that they can thrive in a global society. Students are encouraged to read the first three chapters of the textbook over the summer.

212 UNITED STATES HISTORY 1

5 credits/year

This is an academically rigorous course designed to present a comprehensive survey of American History from the Revolution through World War I. The development and appreciation of American political, social, and economic institutions are emphasized. Students will utilize appropriate research, communication, and collaboration skills to assess the United States' participation in a global society. Primary source material is commonly used for analysis and evaluation.

220 UNITED STATES HISTORY 2 – Advanced Placement

5 credits/year

Advanced Placement United States History is an intensive study of American History from the Colonial period to the present. It is a demanding program that allows students the opportunity to pursue college-level studies while still in high school, and in this case, as early as sophomore year. The course requires students to do a great amount of outside work. Strong reading skills are needed as weekly primary and secondary source reading will be required. Students will be required to write weekly essays. Students, as well as parents/guardians, are asked to make a strong commitment to the course and accept greater responsibility for their education. Prerequisite for this course is an extensive summer reading requirement. There will be a significant negative impact on a student's term 1 grade if the summer assignment is not completed on time. Any student who enrolls in an AP course is required to take the AP exam in May.

Guideline: The most successful students have earned a B+ or better in US History 1 – Honors.

221 UNITED STATES HISTORY 2 – Honors

5 credits/year

This course covers American History from the 1920s to the present. It is an academically rigorous course designed for students who have demonstrated consistently strong academic ability in writing and research as well as those students motivated towards independent learning. The pace of this course is rapid and will follow much of the AP curriculum. Students will be presented with in-depth coverage of social, economic, and political concepts. The role of the United States in global affairs will be a major aspect of this course. Primary source material is commonly used and students are expected to make extensive use of critical reading and writing skills.

222 UNITED STATES HISTORY 2

5 credits/year

This course is designed to present an academically demanding, comprehensive survey of United States history from the 1920s to the present. It continues to build on the development of the nation's political, social, and economic institutions and the global role of the United States into the twenty-first century. Students will continue to develop their research, communication, and collaboration skills to understand America's role in global affairs, often using primary source materials for analysis and evaluation.

200 WORLD HISTORY: MODERN – Advanced Placement 5 credits/year

This is a rigorous, college-level course designed to explore human history from 1200 CE to the present. The course of study will emphasize the development of analytical and writing skills necessary for success on a collegiate level. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (The principles, theories, or methodology of scholarly historical research and presentation) and inquiry into global connections that have shaped our present world. Special emphasis will be given to preparation for the AP Exam, including multiple-choice question strategies, and long essay and short essay development. Students are expected to complete a summer assignment. There will be a significant negative impact on a student's term 1 grade if the summer assignment is not completed on time. Any student who enrolls in an AP course is required to take the AP exam in May.

Guideline: The most successful students have earned a B or better in US History 2 – AP.

201 WORLD HISTORY – Honors 5 credits/year

World History Honors is designed to allow students to practice and utilize analytic skills and factual knowledge necessary to deal critically with the problems presented in a 21st Century global society. This course is designed for students who have a high level of interest in history and excellent reading, writing, and analytic skills and who have demonstrated a capability of working independently. Primary source documents will be used as a means of gathering and communicating historical relevance. Additionally, students will be presented and expected to engage with comprehensive material pertaining to European, Latin American, Asian, and African political, economic, and religious histories.

202 WORLD HISTORY 5 credits/year

World History 1 is designed to allow students to practice analytical skills and factual knowledge necessary to deal critically with the problems presented in a 21st Century global society. This course is an academically rigorous course designed to present a comprehensive survey of European, Latin American, Asian, and African political, economic, and religious histories. Primary source material is commonly used as a means for analysis, synthesis, and evaluation.

230 U.S. GOVERNMENT AND POLITICS – Advanced Placement 5 credits/year

This course explores the political theory and everyday practice that direct the daily operation of our government and public policies. It is a demanding program that allows the student the opportunity to pursue college-level studies while still in high school. The course is for all intents and purposes taught on a college level and it requires a substantial amount of reading and preparation for every class. The objectives of this course go beyond a basic analysis of how the United States government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens. Additionally, students will complete a summer work requirement. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

231 COMPARATIVE GOVERNMENT AND POLITICS – Advanced Placement 5 credits/year

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

249 PSYCHOLOGY & SOCIOLOGY 5 credits/year

This course is an introduction to the study of human behavior and is structured to both life-oriented and science-oriented psychology. Attention is given to the nature of the discipline, human maturation and development, learning and thinking, motivation and emotion, sensation and perception, and individual differences. This course also studies the relationship between the individual and society. Topics will include the study of culture, socialization, group membership, status, roles, race relations, and the major American institutions: the family, religion, government, and economic institutions.

250 PSYCHOLOGY – Advanced Placement

5 credits/year

This course is designed to introduce 12th-grade students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Topics include but are not limited to the history of psychology, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, psychological disorders, and social psychology. Additionally, there is an extensive reading and writing summer requirement. Students willing to accept the challenge of a rigorous college curriculum should consider enrolling in the course. Previous success in an honors or AP Biology class is recommended. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

259 SPORTS AND SOCIETY

5 credits/year

This course will focus on the role and impact of sports in United States society. Topics will include the philosophy of youth and high school sports, the role of parents/guardians and coaches, high school and college sports, Title IX, media influences, college graduation rates of scholarship athletics, globalization of professional sports, and current events.

260 GLOBAL STUDIES – Honors

5 credits/year

261 GLOBAL STUDIES

This is a rigorous, college-level course in which students will examine the individual's role in the global society and the events that shape our changing world. Topics and themes include food and population, war, the spread of disease, human rights, sustainable development, empowerment of women, poverty, ecological degradation, and migration. Utilizing case studies, assigned nonfiction readings, and research, students will examine the root causes, effects, and multiple perspectives as well as attempts to resolve international conflicts by developing critical reviews, comparative analysis, and argumentative essays and presentations.

263 ECONOMICS – Honors

5 credits/year

Economics is the study of how people and governments make decisions regarding money, production, consumption, and employment. Topics covered will include the law of supply and demand, saving, borrowing, and investing. Students considering a major in business or students simply interested in their own financial futures should consider taking this class. Upon completion of the course, students will understand terms such as labor, capital, inflation, unemployment, and money supply. Students are encouraged to read Naked Economics: Undressing the Dismal Science over the summer.

272 19th and 20th CENTURY AMERICAN HISTORY THROUGH FILM – Honors

5 credits/year

Using a thematic approach, this academic course will explore historical events and specific time periods as depicted through film as well as primary and secondary sources. Students will be required to make extensive use of their writing and communication skills. Films will be critiqued for historical accuracy and biases. This course will also focus on international topics that have had an impact on American culture, foreign policy, and the role of the United States in world affairs. Books such as *The Grapes of Wrath*, *All Quiet on the Western Front*, or *The Right Stuff* will be encouraged for summer reading.

926 STUDENT AIDE

2.5 credits/year

The Student-Aide Program provides an opportunity for students to partner with Hanover High School special education teachers and students in our RISE and POST programs in order to provide a mutually valuable learning experience for all involved. Student aides will work with students in our RISE and POST programs during a scheduled time in the school day and may serve in one or more of the following capacities: mentor, one-on-one or small group tutor, and teacher assistant. Student aides will typically work with the same teacher, class, and/or student(s) to establish a consistent partnership. This course is graded as Pass/Fail and satisfies the one-year community service requirement for Hanover High School students. Completion of an application and teacher recommendation is required.

943 COMMUNITY SERVICE

2.5 credits/year

Students will engage in community service in an effort to understand critical issues facing society. The objectives are to improve and acquire skills, expand interests, challenge capabilities, realize potential, and discover first-hand knowledge of current issues in our community. Students will participate in existing service projects as well as generate new service projects. The community service experiences may include internships with local organizations during the school day. This course is graded pass/fail.

925 EARLY CHILDHOOD EDUCATION MENTOR

2.5 credits/year

The Early Childhood Education Mentor Program provides an opportunity for students to partner with teachers and students within the district in order to provide a mutually valuable learning experience for all involved. As a member of this program, student mentors will work with preschool and kindergarten students at a designated time and may serve in one or more of the following capacities: mentor, one-on-one or small group tutor, and teacher assistant. Student mentors typically work with the same teacher, class, and/or student(s) to establish a consistent partnership. This course is graded as Pass/Fail.

MATHEMATICS COURSES

Course No.	Title	Level	Credits	Grades
312	Algebra 1	CP	5.0	9
321	Geometry – Honors	H	5.0	9, 10
322	Geometry	CP	5.0	9, 10
331	Algebra 2 – Honors	H	5.0	10, 11
332	Algebra 2	CP	5.0	10, 11
334	Algebra 3	CP	5.0	12
340	Precalculus – AP	AP	5.0	11, 12
341	Precalculus – Honors	H	5.0	11, 12
342	Precalculus	CP	5.0	11, 12
350	Calculus AB – AP	AP	5.0	12
351	Calculus – Honors	H	5.0	12
352	Calculus BC – AP	AP	5.0	12
360	Statistics – AP	AP	5.0	12
362	Probability and Statistics	CP	5.0	12

Note: Please find the Accounting and Computer Science courses listed in the Business and Information Technology section of this Program of Studies.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important processes and proficiencies with longstanding importance in mathematics education. The first of these are the process standards of problem-solving, reasoning and proof, communication, representation, and connections. The second of these are the strands of mathematical proficiency of adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition.

The Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Hanover High School adheres to these Mathematical Practice Standards that apply throughout each course, and together with the content standards, prescribe that the students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

The mathematics department offers a wide range of 5-credit courses to meet the needs of all students. Each student

must earn 20 credits in mathematics as well as pass (earn a Competency Determination) the MCAS Mathematics test in order to graduate. Furthermore, it is strongly recommended that all students take and pass Algebra 2. At the discretion of the principal, Accounting may be used as the fourth year of mathematics for those students who have completed Algebra 2. Please note that some math courses have a suggested guideline to assist students in selecting courses that will provide them with the best opportunity to be challenged and to achieve success.

CALCULATOR POLICY

Technology is an essential element in the teaching and learning of high school mathematics. According to the National Council of Teachers of Mathematics, “When technological tools are available, students can focus on decision-making, reflection, reasoning, and problem-solving.” To that end, Hanover High School students enrolled in Algebra 1, Algebra 2, Precalculus, Calculus, or Statistics should purchase a graphing calculator, preferably a TI-84 Plus or TI-84 Color. It is important for students to gain familiarity with their own calculator in order to use it as a tool during class and for homework. Furthermore, students are expected to use calculators on standardized assessments, including MCAS, PSAT, SAT, and AP, as well as college placement exams. Many of the questions on these assessments are designed in such a way that students are expected to use a graphing calculator. Although there are graphing calculator apps that can be downloaded and used on mobile devices, keep in mind that mobile devices are not allowed on the MCAS, PSAT, SAT, and AP exams. Therefore, it is important that students have access to and learn to use an assessment-approved graphing calculator. There is a very limited number of graphing calculators that can be borrowed on a first come first serve basis – please contact the office for more information.

312 ALGEBRA 1

5 credits/year

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the prior grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Upon successful completion of this course, students will be able to:

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational functions
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Guideline: The most successful students have earned a C– or better in Grade 8 Math

321 GEOMETRY – Honors

5 credits/year

The fundamental purpose of the course in Geometry is to formalize and extend students’ geometric experiences. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The course is designed for students with a high interest and motivation in mathematics. At times, students are expected to be able to work and study mathematics outside of class. Upon successful completion of this course, students will be able to:

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects
- Apply geometric concepts in modeling situations

Guideline: The most successful students have earned an A– or better in Algebra 1.

322 GEOMETRY

5 credits/year

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Upon successful completion of this course, students will be able to:

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- Understand and apply similarity concepts
- Define trigonometric ratios and solve problems involving right triangles
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- Use coordinates to prove simple geometric theorems algebraically
- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects
- Apply geometric concepts in modeling situations

Guideline: The most successful students have earned a C– or better in Algebra 1

331 ALGEBRA 2 – Honors

5 credits/year

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. A graphing calculator is used extensively throughout the course to organize data in tables and graphs, formulate equations, and make predictions and decisions. Students in this course are expected to produce high-quality projects outside of class. Upon successful completion of this course, students will be able to:

- Understand the relationship between zeros and factors of polynomials
- Solve systems of equations
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Guideline: The most successful students have earned a B– or better in Geometry – Honors.

332 ALGEBRA 2

5 credits/year

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. A graphing calculator is used extensively throughout the course to organize data in tables and graphs, formulate equations, and make predictions and decisions. Upon successful completion of this course, students will be able to:

- Understand the relationship between zeros and factors of polynomials

- Solve systems of equations
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Guideline: The most successful students have earned a C– or better in Geometry 1

334 ALGEBRA 3

5 credits/year

334D ALGEBRA 3 – Dual Enrollment Quincy College

This course includes the study of arithmetic topics, problem-solving, equations and inequalities, sequence and series, elementary functions, and elementary trigonometry. This course is designed to help students develop effective strategies to solve math problems on college placement exams, and will also include units from the NEFE High School Financial Planning Program. Upon completion of this course, students should be able to:

- Apply various problem-solving strategies
- Solve problems that involve fundamental arithmetic and algebra concepts
- Solve linear equations and quadratic equations by factoring
- Solve systems of equations and inequalities
- Simplify expressions and solve equations using the properties of exponents and radicals
- Gain knowledge of basic trigonometric functions and exponential functions
- Study sequences and series, determinants, permutations, and combinations,
- Gain knowledge about sound money management skills
- Develop positive behaviors to attain financial maturity

Guideline: The most successful students have earned a C– or better in Algebra 2

340 PRECALCULUS – Advanced Placement

5 credits/year

Advanced Placement Precalculus is structured to prepare students for AP Calculus as well as other college-level mathematics and science courses. This course focuses on developing analytical skills necessary for modeling real-life situations with mathematics. It is organized into four units. Unit one focuses on polynomial and rational functions, unit two studies exponential and logarithmic functions, unit three explores trigonometric and polar functions and unit four involves function parameters, vectors and matrices. In these units, students will investigate and study the behaviors of functions, solve equations, sketch and analyze graphs, interpret data, and apply concepts to real-world problems. Students will develop a deeper conceptual understanding of prerequisite algebraic concepts by studying all types of functions through various representations. They will explore functions graphically, numerically, verbally, and analytically, learning how one variable relates to another and gaining the tools necessary for function building. Students will apply their knowledge to real-world situations developing a deeper understanding of each function while strengthening their problem-solving and analytical skills. A graphing calculator is an essential tool in this course. Upon successful completion of this course, students should be able to:

- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- Find arc lengths and areas of sectors of circles
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities
- Represent, model, and perform operations with vector quantities
- Represent complex numbers and their operations on the complex plane
- Interpret and understand the twelve fundamental functions and notation, as they arise in application
- Build a function that models a relationship between two quantities and from existing functions
- Construct and compare linear, quadratic, cubic, and exponential models and solve problems

Guideline: The most successful students have earned a A– or better in Algebra 2 – Honors

341 PRECALCULUS – Honors

5 credits/year

341D PRECALCULUS – Honors – Dual Enrollment Quincy College

Students who enroll in this course should be familiar with arithmetic, algebra, and geometry. They will build upon their previous mathematical knowledge and experience. The course is designed for students with a high interest and motivation in mathematics. Students need to be able to work and study on their own. The course curriculum is devoted to trigonometry and specific functions, which lead to an introduction to calculus. A graphing calculator is an essential tool in this course. Upon successful completion of this course, students should be able to:

- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- Find arc lengths and areas of sectors of circles
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities
- Represent, model, and perform operations with vector quantities
- Represent complex numbers and their operations on the complex plane
- Interpret and understand the twelve fundamental functions and notation, as they arise in application
- Build a function that models a relationship between two quantities and from existing functions
- Construct and compare linear, quadratic, cubic, and exponential models and solve problems

Guideline: The most successful students have earned a B– or better in Algebra 2 – Honors

342 PRECALCULUS

5 credits/year

Students who enroll in this course should be familiar with arithmetic, algebra, and geometry. They will build upon their previous mathematical knowledge and experience. The course curriculum is devoted to trigonometry and specific functions, which lead to an introduction to calculus. A graphing calculator is an essential tool in this course. Upon successful completion of this course, students should be able to:

- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- Find arc lengths and areas of sectors of circles
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities
- Represent and model with vector quantities
- Interpret and understand the twelve fundamental functions and notation, as they arise in application
- Construct and compare linear, quadratic, cubic, and exponential models and solve problems

Guideline: The most successful students have earned a C– or better in Algebra 2

350 CALCULUS AB – Advanced Placement

5 credits/year

Students who enroll in this course will use a multi-representative approach to Calculus expressing problems numerically, graphically, verbally, and analytically. Emphasis is placed on the use of technology to solve problems. The graphing calculator is required for this course. Students will cover topics from differential and integral calculus as outlined in the syllabus provided by the College Board. Students must take the required Calculus AB Advanced Placement Exam to receive Advanced Placement credit. Any student who enrolls in an AP course is required to take the AP exam in May of the school year. Upon successful completion of this course, students should be able to:

- Calculate limits and find rates of change
- Determine slopes, tangent lines, and normal lines
- Apply rules of differentiation and sketch polynomials
- Solve related rates, distance, velocity, and acceleration problems
- Evaluate definite integrals and finite sums
- Interpret solutions to differential equations and slope fields
- Model and solve exponential growth and decay
- Use integration as net change as well as to solve for area and volume

Guideline: The most successful students have earned a B– or better in Precalculus – Honors.

351 CALCULUS – Honors

5 credits/year

351D CALCULUS – Honors – Dual Enrollment Quincy College

Students who enroll in this course will use a multi-representative approach to Calculus expressing problems numerically, graphically, verbally, and analytically. Emphasis is placed on the use of technology to solve problems. The graphing calculator is required for this course. Students will cover topics from differential and integral calculus. Upon successful completion of this course, students should be able to:

- Calculate limits and find rates of change
- Determine slopes, tangent lines, and normal lines
- Apply rules of differentiation and sketch polynomials
- Solve related rates, distance, velocity, and acceleration problems
- Evaluate definite integrals and finite sums
- Interpret solutions to differential equations and slope fields
- Use integration as net change as well as to solve for area

Guideline: The most successful students have earned a C+ or better in Precalculus – Honors.

352 CALCULUS BC – Advanced Placement

5 credits/year

AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Any student who enrolls in an AP course is required to take the AP exam in May of the school year. Upon successful completion of this course, students will study:

- Limits and Continuity
- Differentiation: Definition and Fundamental Properties
- Differentiation: Composite, Implicit, and Inverse Functions
- Contextual and Analytical Applications of Differentiation
- Integration and Accumulation of Change
- Differential Equations
- Applications of Integration
- Parametric Equations, Polar Coordinates, and Vector Valued Functions
- Infinite Sequences and Series

Guideline: The most successful students have earned a B– or better in Calculus AB – AP.

360 STATISTICS – AP

5 credits/year

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. Upon completion of this course, students should be able to:

- Select methods for collecting and/or analyzing data for statistical inference.
- Describe patterns, trends, associations, and relationships in data.
- Use probability and simulation to explore random phenomena.
- Develop an explanation or justify a conclusion using evidence from data, definitions, or statistical inference.

Guideline: The most successful students have earned a B+ or better in Calculus – AP or Precalculus – AP or H.

362 PROBABILITY AND STATISTICS

5 credits/year

This course is designed for students that have completed Algebra 2. Students will study methods of data collection and analysis. They will be exposed to various visual representations of data. The concepts of probability theory and combinatorics will also be studied. The graphing calculator is a required tool in this course. Upon completion of this course, students should be able to:

- Model sets of finite data appropriately
- Observe and analyze patterns in data and model the data using an appropriate mathematical function
- Use probability to describe data distributions

Guideline: The most successful students have earned a C– or better in Algebra 2.

SCIENCE AND ENGINEERING COURSES

Course No.	Title	Level	Credits	Grades
420	Biology – Advanced Placement	AP	7.5	11, 12
421	Biology – Honors	H	5.0	9
422	Biology	CP	5.0	9
430	Chemistry – Advanced Placement	AP	7.5	10, 11, 12
431	Chemistry – Honors	H	5.0	10
432	Chemistry	CP	5.0	10
439	Physics C – Advanced Placement	AP	7.5	12
440	Physics 2 – Advanced Placement	AP	7.5	12
441	Physics 1 – Advanced Placement	AP	7.5	11, 12
442	Physics – Honors	H	5.0	11, 12
443	Physics – Conceptual	CP	5.0	11, 12
450	Environmental Science – Advanced Placement	AP	7.5	11, 12
449	Environmental Science – Honors	H	5.0	11, 12
452	Environmental Science	CP	5.0	11, 12
468	Marine Science	CP	5.0	11, 12
471	Anatomy and Physiology – Honors	H	5.0	11, 12
478	Healthcare Occupations	CP	2.5	9, 10, 11, 12
927	Science Lab Aide	CP	2.5	10, 11, 12
484	Engineering 1: Technical Drawing and Design	CP	2.5	9, 10, 11, 12
485	Engineering 2: Design and Fabrication	CP	2.5	9, 10, 11, 12
486	Engineering 3: Modeling and Prototyping	CP	5.0	11, 12
489	Engineering 4: Engineering Capstone – Honors	H	5.0	12
492	Robotics	CP	2.5	9, 10, 11, 12

SCIENCE AND ENGINEERING

All students must earn a Competency Determination on the Science MCAS test in order to graduate. All freshmen must take Biology and, as a result, take the Biology MCAS test in the spring of their freshman year. In addition to the Competency Determination in Science, all students are required to pass a minimum of 15 credits in science, in order to meet the Hanover High School graduation requirements. In addition to Biology, it is strongly recommended that all students pass Chemistry as part of their science requirements. Each science course strives to weave interdisciplinary themes such as global awareness, health literacy, and civic literacy, with a strong content-based curriculum. Along with the course selection process and placement protocols, science teachers will consider a student's math course level and achievement to recommend students into a physical science course. Students use tools of modern technology to develop critical thinking and problem-solving skills so they can thrive in a global society.

420 BIOLOGY – Advanced Placement

5 credits/year

This course is equivalent to a freshman-level course in college and follows the guidelines of the College Board for the Advanced Placement Curriculum. The course will investigate biochemistry, molecular genetics, heredity, evolution, taxonomy, general botany and zoology principles, and ecology. Due to the intensity and volume of material that is in the CollegeBoard curriculum, students will be expected to read some material on an individual basis prior to class discussion. Laboratory experiences are an integral part of the course and may include animal dissection. Students may also be required to participate in after-school labs. Summer reading will be required. This course is open to grade 11 and 12 students who have demonstrated a high level of achievement and success in Honors Biology and Honors Chemistry and are recommended. Students may choose to purchase the textbook used in the course so that they may write and take notes in the text. Many students find the text an excellent reference as they enter college. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

421 BIOLOGY – Honors

5 credits/year

This honors course is based on the study of biological concepts, unifying principles, and interrelationships. Living organisms are studied in their unity, including connections to the environment and current biological concerns. The laboratory investigations correlate to the six major units explored during the year: Cells, Genetics, Evolution and Biodiversity, Ecology, Anatomy and Physiology, and Biochemistry, and present the students with hands-on and virtual exploration of scientific investigations. The laboratory investigations and classwork are designed to provide students with the opportunity to work collaboratively and develop critical thinking, communication, and problem-solving skills. Outside written research is required including formal laboratory investigations and reports. The honors course is inquiry-based and designed to prepare students for future honors science courses by moving at an accelerated pace, exploring the key concepts in great depth, using mathematical models, and engaging students with independent work where appropriate. This course is designed to prepare students for the Biology MCAS Exam.

422 BIOLOGY

5 credits/year

This college preparatory course is based on the study of biological concepts, unifying principles, and interrelationships. Living organisms are studied in their unity, including connections to the environment and current biological concerns. The laboratory investigations correlate to the six major units explored during the year: Cells, Genetics, Evolution and Biodiversity, Ecology, Anatomy and Physiology, and Biochemistry, and present the students with hands-on and virtual exploration of scientific investigations. The laboratory investigations and classwork provide students with the opportunity to work collaboratively and develop critical thinking, communication, and problem-solving skills. Outside written research is required including laboratory investigations and reports. This course is designed to prepare students for the Biology MCAS Exam.

430 CHEMISTRY – Advanced Placement

5 credits/year

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry and is aligned with the College Board AP Chemistry curriculum. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The global impact of chemistry on our society and the world economy and other associated issues will be discussed to complement the curriculum. According to the College Board, "Students should have successfully completed a general high school chemistry course and Algebra

2.” Students who do not meet this guideline may request permission to enroll in the course from the director. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

431 CHEMISTRY – Honors 5 credits/year
Students will communicate and collaborate while performing chemical investigations that complement the various theories/laws embodied in this discipline. Concepts and principles discussed and illustrated through differentiated instruction include scientific measurement, dimensional analysis, properties of matter, the periodic table of the elements, atomic structure, chemical bonding, chemical names and formulas, chemical reactions, chemical quantities, stoichiometry, oxidation and reduction, solutions, and gas laws. The honors course stresses critical thinking and problem-solving skills. The global impact of chemistry on our society and the world economy and other associated issues will be discussed to complement the curriculum. This course will prepare students for taking the MCAS Chemistry exam. For grade 10-11 students who have successfully completed Honors Biology and are concurrently taking Algebra 2.

432 CHEMISTRY 5 credits/year
This course provides chemical investigations to complement the various theories/laws embodied in this discipline. Concepts and principles discussed and illustrated include scientific measurement, dimensional analysis, properties of matter, the periodic table of the elements, atomic structure, chemical bonding, chemical nomenclature, chemical reactions, chemical quantities, chemical equations, stoichiometry, oxidation/reduction, and the gas laws. The global impact of chemistry on the world economy and associated international relations will be included to complement the curriculum. This course is for grade 10-12 students who have completed Biology and concurrently taking Geometry.

439 PHYSICS C: Mechanics – Advanced Placement 5 credits/year
Guided by the National Research Council and the National Science Foundation, the College Board AP Program collaborated with college and university educators and AP teachers to develop AP Physics C: Mechanics. This course is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. The course covers kinematics; Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; oscillations; and gravitation. Students should have taken or be concurrently taking calculus or an equivalent course. Students may choose to purchase the textbook in the course at the beginning of the school year so that they may write and take notes in the text. Many students find the text an excellent reference as they enter college. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

440 PHYSICS 2 – Advanced Placement 5 credits/year
Guided by the National Research Council and the National Science Foundation, the College Board AP Program collaborated with college and university educators and AP teachers to develop AP Physics 2. In this course, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Through inquiry-based learning, students will cultivate their understanding of physics and science practices as they explore the following topics: thermodynamics, ideal gases, kinetic theory, fluid statics, fluid dynamics, electrostatics, circuits, magnetism, electromagnetic induction, geometric optics, physical optics, quantum physics, atomic, and nuclear physics. The AP Physics 2 course is a full-year course, which should be taken after students have had AP Physics 1. This course is strongly recommended to students who have an interest in physics, engineering, or mathematics and wish to be enrolled in a highly challenging course of study. Students should have taken or be concurrently taking pre-calculus or an equivalent course. Students may choose to purchase the textbook in the course at the beginning of the school year so that they may write and take notes in the text. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

441 PHYSICS 1 – Advanced Placement 5 credits/year
Guided by the National Research Council and the National Science Foundation, the College Board AP Program collaborated with college and university educators and AP teachers to develop AP Physics 1. In this course, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Through inquiry-based learning, students will cultivate their understanding of physics and science practices as they explore the following topics:

kinematics, dynamics, circular motion, harmonic motion, impulse, momentum, collisions, work, energy, rotational motion, circuits, mechanical waves, and sound. The AP Physics 1 course is designed to be taught over the course of a full academic year and may be taken as a first-year physics course with no prior physics coursework necessary. Students should have taken or be concurrently taking precalculus or an equivalent course. Students may choose to purchase the textbook in the course at the beginning of the school year so that they may write and take notes in the text. Many students find the text an excellent reference as they enter college. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

442 PHYSICS – Honors

5 credits/year

The curriculum of this course follows the curriculum set forth by the AP College Board for Advanced Placement Physics 1. This course is the equivalent of a first-semester college course in algebra-based physics. The curriculum is taught at a slightly slower pace than the AP Physics 1 class and is covered in a fashion that would enable recommended students to take the AP Physics 2 class for college credit, provided they take both the AP Physics 1 and AP Physics 2 exams. Any material not covered in the Honors Physics class would be required summer work for students wishing to take the AP Physics 2 class. Honors Physics primarily covers Newtonian mechanics including rotational dynamics and angular momentum; work, energy, and power; mechanical waves and sound. A full laboratory program is an integral part of the course. Students should have taken or be concurrently taking pre-calculus or an equivalent course.

443 PHYSICS – Conceptual

5 credits/year

This college preparatory physics course teaches physics concepts without the need for advanced mathematics. This course makes use of a three-stage learning cycle of exploration, concept development, and concept application. Principles of force, motion, energy, electricity, magnetism, waves, vibrations, and light are developed and applied through reading assignments, lessons, demonstrations, laboratory work, computer simulations, problem-solving, critical thinking, and discussions. Real-work applications of physics principles will be explored. This course is for those students who have an understanding of algebra and geometry and are seeking acceptance to a standard 2-4 year college.

450 ENVIRONMENTAL SCIENCE – Advanced Placement

5 credits/year

The Advanced Placement Environmental Science course is designed to be the equivalent of an introductory Environmental Science course at the college level and follows the guidelines of the College Board for the Advanced Placement Curriculum. The goal of the Advanced Placement Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. AP Environmental Science has a significant laboratory and field investigation component. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom, to explore specific problems with a depth not easily achieved otherwise, and to gain an awareness of the importance of confounding variables that exist in the “real world.” This course is open to grade 11 and 12 students who have demonstrated achievement and success in Biology and Chemistry and are recommended by a science teacher. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

449 ENVIRONMENTAL SCIENCE – Honors

5 credits/year

This lab-based course will teach the scientific principles, concepts, and methodologies required to understand the relationship between human beings, their natural environment, and the Earth’s dynamic forces. Students will identify and analyze environmental problems both natural and human-made and evaluate the relative risks associated with these problems by examining alternative solutions for resolving and/or preventing them. Technology will be used in the classroom and other resource areas to assist the student in understanding a more complete picture of the Earth’s dynamic forces and the effects they will have on people and the environment. The honors course is inquiry-based and designed to prepare students for future honors science courses by moving at an accelerated pace, exploring the key concepts in great depth, using mathematical models, and engaging students with independent work where appropriate.

452 ENVIRONMENTAL SCIENCE

5 credits/year

This lab-based course will teach the scientific principles, concepts, and methodologies required to understand the relationship between human beings, their natural environment, and the Earth’s dynamic forces. Students will identify

and analyze environmental problems both natural and human-made and evaluate the relative risks associated with these problems by examining alternative solutions for resolving and/or preventing them. Technology will be used in the classroom and other resource areas to assist the student in understanding a more complete picture of the Earth's dynamic forces and the effects they will have on people and the environment.

468 MARINE SCIENCE 5 credits/year

468D MARINE SCIENCE – Dual Enrollment Quincy College

This course is designed for students in grades 11 and 12 with an interest in marine biology and oceanography. This course provides an excellent background for students who are interested in further study of the oceans and the organisms that inhabit it. Major concepts include the study of interrelationships of marine and terrestrial environments, the geology and geography of the oceans, marine organisms, and the ecology of coral reefs. Laboratory activities, including the examination of marine specimens, are used throughout this course to build upon student knowledge. Labs, modeling, research, and projects will be used to explore these topics. There will be 2 trips to the coast to see first-hand organisms in their environment as well as real-life interactions with what we are learning in class. Major topics integrated throughout the course include marine biology, marine geology, physical oceanography, chemical oceanography, research techniques, and environmental impacts.

471 ANATOMY AND PHYSIOLOGY – Honors 5 credits/year

471D ANATOMY AND PHYSIOLOGY – Honors – Dual Enrollment Quincy College

This elective course will explore the major human organ systems: integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, and endocrine. The focus of the course will be on students learning how these systems interact to maintain homeostasis. An examination of the current medical issues will be covered through general coursework, collaborative laboratory investigations, independent research projects, and presentations. This course is designed for students planning on pursuing a career in the healthcare sciences, including nursing, pharmacology, sports medicine, and biotechnology. This course is for self-motivated students that have satisfactorily completed honors biology and chemistry. Laboratory investigations will provide real-world experiences for students, including dissections and biotechnology activities related to the pharmaceutical industry.

478 HEALTH CARE OCCUPATIONS 2.5 credits/year

The Health Science Careers course will cover health and science topics for the student who would like to learn about health careers. Students will learn about human development across the lifespan, disease processes/prevention, health assessment, first aid, and more. The course will feature speakers from various health professions. Students will practice standardized test-taking skills and skills that support success in their science classes.

927 SCIENCE LAB AIDE 2.5 credits/year

The Science Lab Aide Program provides an opportunity for students to partner with a science teacher and his/her students in order to provide a mutually valuable learning experience for all involved. Student aides will work with a science teacher at the designated time and may serve in one or more of the following capacities: mentor, one-on-one or small group tutor, and teacher assistant. Student aides typically work with the same teacher, class, and/or student(s) to establish a consistent partnership. This course is graded as Pass/Fail and satisfies the one-year community service requirement for Hanover High School students.

484 ENGINEERING 1: TECHNICAL DRAWING AND DESIGN 2.5 credits/year

This course involves an introductory experience in technical drawing as a tool of technical communication. Primary emphases are on development of basic drafting skills, visualization, and solving graphical problems. Students will explore architectural concepts as well as mechanical drawings. This course will also introduce students to the engineering design process, and explore multiple topics in the world of engineering, including electronics, manufacturing, and physical computing. This course is open to all students.

485 ENGINEERING 2: DESIGN AND FABRICATION 2.5 credits/year

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Students will also develop fabrication skills including woodworking, electronics, welding, CNC machining, and additive manufacturing. This course is open to all students.

486: ENGINEERING 3: 3D MODELING AND PROTOTYPING

5 credits/year

Through the use of Autodesk Inventor students will get an in-depth study of three-dimensional modeling and component creation. Students will be expected to solve problems through the modeling and production of proof-of-concept prototypes. Additional topics include CNC programming, 3D printing, and advanced fabrication. This course is open to students in grades 11 and 12.

489 ENGINEERING 4: ENGINEERING CAPSTONE – Honors

5 credits/year

This course is designed for students to create independent projects to further develop skills and experience in particular areas of interest. All project proposals must be approved by the instructor. Student proposals may be from any field of previous study in engineering and reflect an appropriate complexity and level of difficulty. This capstone course is open to students in grades 11 and 12 who have completed at least 2 courses in engineering.

492 ROBOTICS

2.5 credits/year

This course is for students with an interest in robotics and computer programming. Students will apply the engineering design process and improve their computational thinking skills as they work collaboratively to design, construct, and write code to control their robots. Students will design autonomous robots that they will build and program using C to complete specific tasks for various challenges. The course is aligned to the science and math standards. Students may have the option to compete in robotics competitions. For grades 11-12 students.

WORLD LANGUAGES COURSES

Course No.	Title	Level	Credits	Grades
501	French 1	CP	5.0	9
504	French 2 – Honors	H	5.0	9, 10
503	French 2	CP	5.0	9, 10
506	French 3 – Honors	H	5.0	10
505	French 3	CP	5.0	10, 11
508	French 4 – Honors	H	5.0	10, 11
507	French 4	CP	5.0	11
509	French 5 – Honors	H	5.0	12
510	French 5 – Advanced Placement	AP	5.0	12
511	Spanish 1	CP	5.0	9
514	Spanish 2 – Honors	H	5.0	9
513	Spanish 2	CP	5.0	9, 10
516	Spanish 3 – Honors	H	5.0	10
515	Spanish 3	CP	5.0	10, 11
518	Spanish 4 – Honors	H	5.0	11
517	Spanish 4	CP	5.0	11, 12
519	Spanish 5 – Honors	H	5.0	12
520	Spanish 5 – Advanced Placement	AP	5.0	12
851	American Sign Language	CP	5.0	9, 10, 11, 12

WORLD LANGUAGES

Our Core Values and Beliefs statement makes clear that the “Hanover High School community provides a competitive and challenging curriculum specific to individual educational needs.” The World Language department actualizes this mission through its academic curriculum and instruction in French and Spanish. Intricately woven into world language classes are global and cultural awareness, along with literacy in the written and spoken word. The World Languages courses also include literacy in financial, economic, civic, health, and historical terms as well. Research demonstrates that world language study improves MCAS and SAT verbal and achievement test scores in both English and Mathematics. French is essential for business entrepreneurs dealing with European Union countries, and Spanish will be spoken by 50% of the U.S. population by the year 2030. Through the study of interdisciplinary themes, students make connections to other disciplines, compare their own culture to others around the world, and develop proficiency in the four areas of communication, reading, writing, speaking, and listening. The 2021 MA Curriculum Frameworks endorse a threshold by which both teachers and students engage in the target language 90% of the time. Our world language classes strive to meet that 90% threshold. In order to realize the greatest benefit from world language courses, students are expected to actively participate in all classes and use the target language both in and out of class.

All students are required to take two years of world language at the high school. Many colleges and universities presently require successful completion of three years of the same language. Completion of a fourth and fifth year is desirable for admission to the more selective colleges and universities.

FRENCH

501 FRENCH 1 5 credits/year

French 1 is the foundational course in a 4-year program that focuses on developing proficiency in reading, writing, speaking, and listening. Vocabulary and grammar are studied while considering the customs, traditions, and lifestyles of the French-speaking world. Students are encouraged to take an active role in paired activities and group work as well as oral and written presentations. Students are required to do work outside of the classroom in order to master vocabulary and grammar concepts. The target proficiency level for this course is Novice-Mid.

504 FRENCH 2 – Honors 5 credits/year

This course is designed for students who have mastered the foundational concepts presented in French One and who are highly motivated to communicate in French. Students are exposed to additional language structures and vocabulary through the textbook as well as authentic resources such as audio and video selections, short readings, blogs, infographics, online articles, etc. Through this exposure, students will work toward improving their speaking, listening, reading, and writing skills. Students can expect to engage in classroom discussions, paired assignments where the focus is on interacting in French, reading multi-paragraph length texts, and writing with accuracy to convey meaning. There is an emphasis placed on moving from one proficiency level to the next in all domains. At this level, students' receptive language is strengthening and they are beginning to produce spoken and written language on their own. This course is increasingly taught in French with English used for clarification. Students are expected to actively work toward the 90% target language use threshold. The target proficiency level for this course is Intermediate Low.

503 FRENCH 2 5 credits/year

This course is designed to strengthen the concepts learned in French One, while adding new grammatical concepts and vocabulary. Students are exposed to additional language structures and vocabulary through the textbook as well as authentic resources such as audio and video selections, short readings, blogs, infographics, etc. Through this exposure, students will begin to become more comfortable with their speaking, listening, reading, and writing skills. Students can expect to answer questions in class in French, with complete reading activities along with other assignments that engage the use of the target language. The goal of this course is to increase the amount of French used during instruction and for students to move from one proficiency level to the next in all domains. Students are encouraged to take an active role in class and are required to do work outside of class in order to strengthen their knowledge and skills. The target proficiency level for this course is Novice High.

506 FRENCH 3 – Honors

5 credits/year

This course is designed for students who have mastered the structural and thematic concepts presented in French 2 Honors and who continue to be highly motivated to communicate in French. Students are exposed to higher-order language structures and vocabulary through the textbook as well as through authentic resources such as news articles, excerpts from literature, video clips, film, audio files, and online resources. Through this exposure, students will strive to improve their reading, writing, listening, and speaking skills in French. Students can expect to engage in short conversations in French with partners and in groups to do performance assessments, read and write higher-level stories and essays in order to progress to the next level of language proficiency. By the end of the year, the student should have stronger receptive and productive language skills. Through the study of French, students will also gain cultural competence as well as diverse perspectives and will make connections to their lives and to other disciplines. This course is taught increasingly in French. English may be used for clarification. Students are expected to actively work toward the 90% target language use threshold. The target proficiency level for this course is Intermediate Low.

505 FRENCH 3

5 credits/year

This course is designed to strengthen the concepts learned in French 1 & 2 while adding new grammatical concepts and vocabulary. Students are exposed to increasingly more complex language structures and vocabulary through the textbook as well as authentic resources such as audio and video selections, short readings, blogs, infographics, etc. Through this exposure students are expected to increase their comfort level with their speaking, listening, reading, and writing skills. Students can expect to answer questions in class in the target language, complete reading activities, perform writing tasks, and complete other assignments that engage the use of the target language. The goal of this course is to increase the amount of French used during instruction and for students to continue to advance in their proficiency level. Students are encouraged to take an active role in class and are required to do work outside of class in order to strengthen their knowledge and skills. The target proficiency level for this course is Novice High.

508 FRENCH 4 – Honors

5 credits/year

This course is conducted in French. Students will become more proficient in the areas of reading, writing, speaking, and listening. They will sharpen their listening comprehension skills through exposure to native speaker audio texts. Special emphasis will be given to developing interpersonal, interpretive, and presentational writing and speaking skills. Students will also better understand cultural similarities and differences through exposure to literature, poetry, art, and music or throughout our class discussions relating to specific class themes. Students will be introduced to the six themes of the AP French Language and Culture course. The target proficiency level for this coursework is Intermediate Mid.

507 FRENCH 4

5 credits/year

This course is designed to strengthen the concepts learned in French 3, while adding some new vocabulary and grammar. Students will scaffold on their prior knowledge of the target language while expanding their communication and comprehension. This course will also help students to better understand cultural similarities and differences through exposure to literature, films, music, audio excerpts, news articles, videos, research projects, and various realia. There is an emphasis on collaborative work in order to gain cultural competence, recognize diverse perspectives, and make connections between their lives and those of the youth of the Francophone world. The target proficiency level for this course is Intermediate Low.

509 FRENCH 5 – Honors

5 credits/year

This course is conducted in French. Students should expect to be actively involved in their own learning while working toward proficiency in the areas of reading, writing, speaking, and listening. Literature, poetry, art, music, and film all serve as strategic vehicles to total-language competency. Critical thinking skills are enhanced in the target language through cooperative and collaborative activities. Authentic aural activities are integrated into the course via podcasts or short videos. This course will cover some of the French AP themes but will focus more on in-depth political, cultural, and historical aspects of the Francophone world. Students are expected to be motivated to increase their proficiency level and be willing to actively participate in class discussions on a daily basis. Students are required to regularly do work outside of class in order to fully access the curriculum. The target proficiency level for this course is Intermediate Mid.

510 FRENCH 5 – Advanced Placement

5 credits/year

This course is a college-level course conducted completely in French. Proficiency is enhanced through the study of advanced grammar, culture, vocabulary, and poetry. Literature, current events, and films serve as avenues for discussion and written assignments. Current events are studied from various Francophone countries, enhancing global awareness and civic literacy. This class will place special focus on the four major skills evaluated on the AP Exam – speaking, reading, listening, and writing. Any student who enrolls in an AP course is required to take the AP exam in May of the school year. The target proficiency level for this course is Intermediate High.

SPANISH

511 SPANISH 1 5 credits/year

Spanish 1 is the foundational course in a 4-year program that focuses on developing proficiency in reading, writing, speaking, and listening. Vocabulary and grammar are studied while considering the customs, traditions, and lifestyles of the Spanish-speaking world. Students are encouraged to take an active role in paired activities and group work as well as oral and written presentations. Students are required to do work outside of the classroom in order to master vocabulary and grammar concepts. The target proficiency level for this course is Novice Mid.

514 SPANISH 2 – Honors 5 credits/year

This course is designed for students who have mastered the foundational concepts presented in Spanish One and who are highly motivated to communicate in the target language. Students are exposed to additional language structures and vocabulary through the textbook as well as authentic resources such as audio and video selections, short readings, blogs, infographics, online articles, etc. Through this exposure, students will work toward improving their speaking, listening, reading, and writing skills. Students can expect to engage in classroom discussions, paired assignments where the focus is on interacting in the target language, reading multi-paragraph length texts, and writing with accuracy to convey meaning. There is an emphasis placed on moving from one proficiency level to the next. At this level, students' receptive language is strengthening and they are beginning to produce spoken and written language on their own. This course is increasingly taught in Spanish with English used for clarification. Students are expected to actively work toward the 90% target language use threshold. The target proficiency level for this course is Intermediate Low.

513 SPANISH 2 5 credits/year

This course is designed to strengthen the concepts learned in Spanish One, while adding new grammatical concepts and vocabulary. Students are exposed to additional language structures and vocabulary through the textbook as well as authentic resources such as audio and video selections, short readings, blogs, infographics, etc. Through this exposure, students will begin to become more comfortable with their speaking, listening, reading, and writing skills. Students can expect to answer questions in class in the target language, along with complete reading activities, and other assignments that engage the use of the target language. The goal of this course is to increase the amount of Spanish used during instruction and for students to move from one proficiency level to the next. Students are encouraged to take an active role in class and are required to do work outside of class in order to strengthen their knowledge and skills. The target proficiency level for this course is Novice High.

516 SPANISH 3 – Honors 5 credits/year

This course is designed for students who have mastered the structural and thematic concepts presented in Spanish 2 Honors and who continue to be highly motivated to communicate in Spanish. Students are exposed to higher-order language structures and vocabulary through the textbook as well as through authentic resources such as news articles, excerpts from literature, video clips, film, audio files, and online resources. Through this exposure, students will strive to improve their reading, writing, listening, and speaking skills in Spanish. Students can expect to engage in short conversations in Spanish, work in partners and groups to do performance assessments, read and write higher-level stories and essays in order to progress to the next level of language proficiency. By the end of the year, the student should have stronger receptive and productive language skills. Through the study of Spanish, students will also gain cultural competence, learn to appreciate diverse perspectives, make connections to their lives and make connections to other disciplines. This course is increasingly taught in Spanish with English used for clarification. Students are expected to actively work toward the 90% target language use threshold. The target proficiency level for this course is Intermediate Low.

515 SPANISH 3

5 credits/year

This course is designed to strengthen the concepts learned in levels one and two, while adding new grammatical concepts and vocabulary. Students are exposed to increasingly more complex language structures and vocabulary through the textbook as well as authentic resources such as audio and video selections, short readings, blogs, infographics, etc. Through this exposure students are expected to increase their comfort level with their speaking, listening, reading, and writing skills. Students can expect to answer questions in class in the target language, complete reading activities, perform writing tasks, and complete other assignments that engage the use of the target language. The goal of this course is to increase the amount of Spanish used during instruction and for students to continue to advance in their proficiency level. Students are encouraged to take an active role in class and are required to do work outside of class in order to strengthen their knowledge and skills. The target proficiency level for this course is Novice High.

518 SPANISH 4 – Honors

5 credits/year

Spanish 4H is a Latin America and Hispanic Studies survey course, covering the history, culture, and literature of Spain, the Caribbean, Central, and South America. This course is conducted in Spanish and is designed to integrate all previously-acquired language skills while promoting initiative and self-direction. Students will perfect their oral proficiency in communication and collaboration in the target language while simultaneously sharpening their reading, writing, and grammatical skills. Students will sharpen their listening comprehension skills through exposure to native speaker audio texts. Special emphasis will be given to developing interpersonal, interpretive, and presentational writing and speaking skills. Cultural knowledge will be brought alive through literature, poetry, art, and music and will also be intertwined throughout the year with other class themes utilizing authentic sources both written and aural. Students will also be introduced to the six-course themes of the AP Spanish Language and Culture class. Students will also explore opportunities for outreach into the community and/or engage in cultural exchanges. The target proficiency level for this course is Intermediate Mid.

517 SPANISH 4

5 credits/year

This course is designed to strengthen the concepts learned in Spanish 3, while adding some new vocabulary and grammar. Students will be scaffolding on their prior knowledge of the target language while expanding their communication and comprehension. This course will also help students to better understand cultural similarities and differences through exposure to literature, films, music, audio excerpts, videos, research projects, and various realia. There is an emphasis on collaborative work in order to gain cultural competence, recognize diverse perspectives, and make connections between their lives and those of the youth of the Hispanic world. Students are encouraged to take an active role in class and are required to do work outside of class in order to strengthen their knowledge and skills. The target proficiency level for this course is Intermediate Low.

519 SPANISH 5 – Honors

5 credits/year

This course is conducted primarily in Spanish. Students should expect to be actively involved in their own learning while working toward proficiency in the areas of reading, writing, speaking, and listening. The course pursues an in-depth analysis of Iberian and Latin American political, cultural, and historical topics. Literature, poetry, art, music, and film all serve as strategic vehicles to total-language competency. Critical thinking skills are enhanced in the target language through cooperative and collaborative activities. Authentic aural activities are integrated into the course via podcasts or short videos. Streaming Internet services and other audio and visual sources will be implemented whenever possible. The course explores topical news stories through the lens of the Latin American experience by considering authentic Latin news sources. As such, it requires reading and listening at an advanced level. Students are expected to be self-directed, motivated to increase their proficiency level, and be willing to actively participate in class discussions on a daily basis. Students are required to regularly do work outside of class in order to fully access the curriculum. The target proficiency level for this course is Intermediate Mid.

520 SPANISH 5 – Advanced Placement

5 credits/year

This course is conducted solely in Spanish. Proficiency is enhanced through the study of advanced grammar, culture, vocabulary, poetry, film, expository assignments, and extensive oral practices. This class will place special emphasis on the four major skills evaluated on the AP exam – speaking, reading, listening, and writing. The understanding and appreciation of Hispanic culture is enhanced through the study of history, customs, and culture of various Hispanic nations. Authentic aural activities are integrated in the course via podcasts and streaming radio newscasts via the

Internet. Any student who enrolls in an AP course is required to take the AP exam in May of the school year. The target proficiency level for this course is Intermediate High.

BUSINESS AND INFORMATION TECHNOLOGY COURSES

Course No.	Title	Level	Credits	Grades
602	Accounting 1	CP	5.0	9, 10, 11, 12
601	Accounting 2 – Honors	H	5.0	10, 11, 12
607	Internship 1	CP	5.0	11, 12
609	Internship 2	CP	5.0	12
617	Marketing and Management	CP	5.0	10, 11, 12
661	Video Production 1 – Honors	H	5.0	11, 12
662	Video Production 2 – Honors	H	5.0	12
665	Digital Media	CP	2.5	10, 11, 12
370	Computer Science Principles – Advanced Placement	AP	5.0	10, 11, 12
372	Computer Science A – Advanced Placement	AP	5.0	11, 12
373	Business Computing	CP	2.5	9, 10, 11, 12
374	Introduction to Computer Science	CP	2.5	9, 10, 11, 12
377	Web Application Development – Honors	H	5.0	10, 11, 12

BUSINESS AND INFORMATION TECHNOLOGY

Business education programs provide opportunities for relevant, real-world, engaging learning experiences, often using a project-based approach. Such experiences reinforce high academic standards and provide authentic contexts in which students can apply what they learn.

The Business Technology Program at Hanover High School offers a variety of business and computer courses to enrich students' high school experiences, introduce students to the exciting world of Business, and allow students to develop the knowledge and skills needed in our ever-changing society. The Business Technology curriculum allows students to investigate business and technology in-depth and will give them a strong background for future use in college, career, and life.

602 ACCOUNTING 1 5 credits/year

602D ACCOUNTING 1 – Dual Enrollment Quincy College

Through independent and collaborative problem solving, and the use of technology, students will develop the knowledge and skills needed to create, maintain, and interpret the financial records of a business, whether as employee or entrepreneur. Students will also develop vital personal financial skills, including budgeting, banking, borrowing, and investing, to foster financially sound decision-making in the future. Real-world, business-related topics, such as ethics, are incorporated into the course to help students develop an understanding of issues existing in today's economy. This course is offered as an optional Dual Enrollment course through Quincy College for students in grades 9–12.

601 ACCOUNTING 2 – Honors 5 credits/year

601D ACCOUNTING 2 – Honors – Dual Enrollment Quincy College

Following a review of Accounting 1, students will master advanced practices and principles of Accounting, including financial statement preparation and analysis, adjustments, inventory valuation, fixed assets and depreciation, receivables and liabilities, and stocks. Students will work independently and collaboratively to solve complex, college-level Accounting problems. Spreadsheet software will be used in problem-solving. Additional business topics are included in the course to help students develop an understanding of issues existing in the economy and to enhance their ability to make sound business decisions. This course is offered as an optional Dual Enrollment course through Quincy College for students in grades 10–12.

607 INTERNSHIP 1 5 credits/year

609 INTERNSHIP 2

Internships provide students with hands-on experiences at real worksites to help them develop an understanding of professions that interest them before they enter college or the job market. Interns develop valuable personal and professional skills and are given the opportunity to network and develop professional relationships in their chosen career field. Today, many employers and colleges seek students who have acquired hands-on work experiences beyond the classroom. During the first semester, students will attend class where topics covered include Career Development and Research, Aptitude Testing, Resumé Writing, Interviewing Techniques, and Professional Development. Upon completion of the first semester requirements, students will intern at a business or organization, which will allow them to explore a career that matches their interest in a future profession. The Site Mentor and the Internship Coordinator will assess students based on six workplace competencies established by the Massachusetts Department of Education and through weekly journal entries. The program requires that students attend school for six periods a day while interning a minimum of four hours per week. Student interns must be responsible, reliable, independent, self-motivated learners. The Internship Coordinator reserves the right to determine if each student will be sent to an Internship Site. For grade 11–12 students.

617 MARKETING & MANAGEMENT 5 credits/year

This real-world elective allows students to work independently and in teams on a variety of project-based activities. The course begins with a comprehensive overview of marketing, including functions of marketing, market segmentation and target marketing, basic economics, the global economy, market research, promotion, advertising, selling, social responsibility, and the impacts and criticisms of marketing in society. Students will develop an understanding of the role marketing plays in their everyday lives. The course then examines the responsibilities of

owning, operating, and managing a business. Topics include the evolution of management, entrepreneurship, business law, and ethics. Students will work to develop the professional skills needed for effective leadership, including planning, organizing, decision-making, and communication.

661 VIDEO PRODUCTION 1 – Honors

5 credits/year

In this course students will be introduced to communications using audio and visual media. Students will explore the video production process; this includes planning, storyboarding, directing, as well as filming and editing both fictional and non-fictional video pieces. Students will begin to build visual literacy skills that will help them communicate their ideas through media projects incorporating production deadlines, equipment care, filming techniques, and creative problem-solving. This course offers an authentic learning experience where students will be required to stretch themselves through collaboration, critical thinking, personal productivity, self-direction, and accountability. Work outside of class is required. This course is open to students with a teacher recommendation in grades 11 and 12 who have successfully completed Digital Media.

662 VIDEO PRODUCTION 2 – Honors

5 credits/year

This is a capstone project-based course in which students are expected to build upon all the skills and techniques learned in Video Production. Students will be expected to strive for excellence in the video production process; including planning, storyboarding, directing, as well as filming and editing of both fictional and non-fictional video pieces. Students will employ and refine their visual literacy skills to communicate their ideas through media projects incorporating production deadlines, equipment care, filming techniques, and creative problem-solving. This course offers an authentic learning experience where students will be required to stretch themselves through collaboration, critical thinking, personal productivity, self-direction, and accountability. Work outside of class is required. This course is only open to teacher-recommended, grade 12 students that have successfully completed Video Production 1.

665 DIGITAL MEDIA

2.5 credits/year

This computer technology course introduces a variety of applications focused on communicating effectively in the current digital marketplace. Students will learn the significance of the changing role of technology through interactive presentations, web-based projects, and graphic design. In addition, students will explore the video production process. This course is for students in grades 10–12.

370 COMPUTER SCIENCE PRINCIPLES – Advanced Placement

5 credits/year

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, and work individually and collaboratively to solve problems. Students will also discuss and write about the importance of these problems and their impacts on their community, society, and the world. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

372 COMPUTER SCIENCE A – Advanced Placement

5 credits/year

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem-solving, design strategies, and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem-solving and design using the Java programming language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A curriculum is compatible with many first-year computer science courses in colleges and universities. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.

373 BUSINESS COMPUTING

2.5 credits/year

In this course students will develop an understanding and appreciation for effective use of technology in business situations and environments. Coursework will focus on problem-based projects and real-world applications covering fields such as finance, marketing, science, and engineering. Emphasis is placed on data collection, analysis, and scripting via spreadsheets as well as effective communication through professional emails, written documents, and oral presentations. Students will use a variety of applications in the Google Suite including Docs, Sheets, Forms, Slides, and Apps Script, which is a programming language built upon JavaScript. This course is interdisciplinary in that it provides students with the necessary technological tools that will enable them to enhance their problem-solving and communications skills that connect with all other curricular areas.

374 INTRODUCTION TO COMPUTER SCIENCE

2.5 credits/year

This course is for students interested in exploring some of the many facets of computer science. The course consists of two main topics: Web Design and Programming in Python. In Web Design, students will learn to design and code websites using a combination of HyperText Markup Language (HTML) and Cascading Style Sheets (CSS). In Programming with Python, students will learn basic programming concepts such as functions, loops, variables, strings, comments, logical operators, and decision structures and apply their knowledge to create a variety of programs and games using Python.

377 WEB APPLICATION DEVELOPMENT – Honors

5 credits/year

Students will continue to study fundamental concepts of computer science and programming and apply them to web and mobile applications. Topics include algorithms, debugging, object-oriented programming, and security. Students will learn about persisting information in files and databases. A working knowledge of the concepts in Introduction to Computer Science Principles is required to master the material.

Guideline: The most successful students have earned a B or better in a prior computer science course.

ART COURSES

Course No.	Title	Level	Credits	Grades
700	Drawing – Every Other Day	CP	2.5	9, 10, 11, 12
701	Drawing – Every Day	CO	5.0	9, 10, 11, 12
703	Drawing – Honors	H	5.0	10, 11, 12
704	2D Art and Design – Advanced Placement	AP	5.0	10, 11, 12
705	Painting – Every Other Day	CP	2.5	9, 10, 11, 12
706	Painting – Every Day	CP	5.0	9, 10, 11, 12
707	Painting – Honors	H	5.0	10, 11, 12
723	3D Art: Ceramics 1	CP	2.5	9, 10, 11, 12
724	3D Art: Ceramics 2	CP	5.0	10, 11, 12
726	3D Art: Ceramics 3 – Honors	H	5.0	11, 12
728	3D Art and Design – Advanced Placement	AP	5.0	12
729	Partnership in Art	CP	2.5	9, 10, 11, 12

ART

700	DRAWING – Every Other Day	2.5 credits/year
701	DRAWING – Every Day	5 credits/year

This course explores a general survey of the art of drawing. Emphasis is placed on the development of drawing skills, using a variety of media. Students will develop techniques and personal styles through observation, imagination, and experimentation. The course can be taken each year, or students can advance to Honors Drawing upon instructor recommendation.

703	DRAWING – Honors	5 credits/year
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This course provides motivated students the chance to employ and study advanced drawing skills. Emphasis will be placed on developing a portfolio leading toward meeting the requirement of AP Drawing. Critique format, creativity, and critical thinking are stressed as major components of this course. Students will assume responsibility for self-assessment as well as collaborative assessments. This course is for grade 10-12 students with Art 1 and teacher recommendation.

704	2D ART & DESIGN – Advanced Placement	5 credits/year
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This Advanced Placement course gives highly motivated students the opportunity to pursue a college-level drawing course while still in high school. Expertise in a variety of media (breadth), a commitment to a particular visual concern or idea (concentration), and a development of a sense of excellence (quality) will be stressed. This course offers the striving art student the opportunity to develop a strong portfolio by participating in a college-level art course. Emphasis on color and design through the use of line, shape, spatial illusion, motion, pattern, texture, and value will be stressed. Innovation is stressed as a component of self-expression as well as leadership within the arts community. This course is for grade 11-12 students with a teacher recommendation. Any student who enrolls in this course is required to submit an AP portfolio in May.

705	PAINTING – Every Other Day	2.5 credits/year
706	PAINTING – Every Day	5 credits/year

This course emphasizes painting technique, material use, and related design considerations. The course also examines painting procedures and content. Students will explore representational and abstract imagery using a wide variety of painting media. They will also be expected to fully explore their personal style and to experiment with other modes of painted expression. The course can be taken each year, or students can advance to Honors Painting upon instructor recommendation.

707	PAINTING – Honors	5 credits/year
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This course provides motivated students the chance to employ and study advanced painting skills. Emphasis will be placed on developing a portfolio leading toward meeting the requirement of the Advanced Placement course. Critique format, creativity, and critical thinking are stressed as major components of this course. Students will assume responsibility for self-assessment as well as collaborative assessments. This course is for grade 10-12 students with a teacher recommendation.

723	3D ART / CERAMICS 1	2.5 credits/year
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Students taking this course will explore three-dimensional art-making using clay and other 3D media. Students will learn hand-building techniques with clay including pinching, coiling, slab-building, how to use molds, and combinations of these techniques. In addition to functional pieces, students will explore sculptural forms with clay. Students will also learn about glazing methods and the firing process. In addition to clay, traditional and experimental sculpture techniques will be investigated using a variety of 3D media including glass, natural materials, found objects, wire, paper-maché, and reused/recycled materials. This course emphasizes collaboration, critical thinking, and creative problem-solving. Priority given to grade 9-10 students.

724	3D ART / CERAMICS 2	5 credits/year
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This course builds on the knowledge, skills, and content from 3D Art/Ceramics 1. Students will learn more advanced techniques, in addition to using previously learned techniques in more innovative, conceptual, and sophisticated ways.

Students will increase their skills using clay and a variety of other 3D media including glass, metal, natural materials, found objects, wire, wood, paper-maché, and reused/recycled materials. Students taking this course will complete research projects containing artistic, writing, and computer presentation components to expand their knowledge of the history of ceramics and sculpture, and the contemporary world of 3D Art and its artists. This course emphasizes collaboration, critical thinking, and creative problem-solving. Priority is given to grade 10-11 students.

726 3D ART / CERAMICS 3 – Honors

5 credits/year

Students in this course will enrich their understanding of three-dimensional artistic applications and increase their skills using clay and a wide variety of other sculptural media in innovative ways. The course gives highly motivated art students the opportunity to explore ceramics and sculpture to more technically advanced and conceptually-advanced levels. Students will explore representational and nonrepresentational sculpture while utilizing the Principles of 3D Design in informed and experimental ways. Students will create a “mini-portfolio” in preparation for the Advanced Placement 3D Design course. This course emphasizes collaboration, critical thinking, and creative problem-solving. For Grades 11-12.

728 3D ART & DESIGN – Advanced Placement

5 credits/year

This Advanced Placement course gives highly motivated art students the opportunity to pursue a collegiate-level sculpture course while in high school. Students will explore sculpture in representational and nonrepresentational ways using clay and other three-dimensional media. Student work will demonstrate the Principles of 3D Design in informed and experimental ways. Through direct teacher instruction, students will produce a volume of high-quality pieces of three-dimensional artwork, which will be assembled into an AP portfolio and submitted to the College Board. This course emphasizes collaboration, critical thinking, and creative problem-solving. For Grades 11-12. Teacher recommendation is required.

729 PARTNERSHIP IN ART

2.5 credits/year

This course emphasizes collaboration and relationship building through the act of making art. Partnership in Art is dedicated to including all students in art-making activities while new connections and friendships are formed. Collaborative and individual projects will be completed, in addition to team-building and relationship-building activities. This course emphasizes collaboration, critical thinking, and creative problem-solving.

MUSIC COURSES

Course No.	Title	Level	Credits	Grades
760	Instrument Workshop	CP	2.5	9, 10, 11, 12
761	Symphonic Band	CP	5.0	9
762	Symphonic Band – Honors	H	5.0	10, 11, 12
763	Jazz Lab – Honors	H	2.5	9, 10, 11, 12
750	Concert Chorus	CP	5.0	9, 10, 11, 12
751	Concert Chorus – Honors	H	5.0	9, 10, 11, 12
752	Select Chorus (VOX) – Honors	H	5.0	10, 11, 12
753	Chorus Every Other Day	CP	2.5	9, 10, 11, 12
765	Guitar 1	CP	2.5	9, 10, 11, 12
766	Guitar 2	CP	2.5	10, 11, 12
767	Guitar 3	CP	2.5	11, 12
770	The Music That Makes Us	CP	2.5	9, 10, 11, 12
771	Songwriting	CP	2.5	9, 10, 11, 12
772	Sound Recording and Production	CP	2.5	9, 10, 11, 12
773	Music in Film and Media	CP	2.5	9, 10, 11, 12
774	Partnership in Music	CP	2.5	9, 10, 11, 12
775	Music Theory – Advanced Placement	AP	5.0	10, 11, 12
781	Piano 1	CP	2.5	9, 10, 11, 12
782	Piano 2	CP	2.5	10, 11, 12
783	Piano 3	CP	2.5	11, 12

MUSIC

The HHS Music Department is committed to providing a comprehensive, sequential, and collaborative program that offers a variety of performing ensembles and non-performance-oriented classes designed to meet the needs of all students at Hanover High School. As a result, the performance-based classes participate in many activities throughout the year. These include three to four concerts per year. Ensembles also may participate in the following organizations, performances, and music festivals: the Massachusetts Instrumental and Choral Conductors' Association (MICCA) Music Festival, Bridgewater State University High School Honor Band, University of Massachusetts High School Honor Band, MMEA All-State Festival Band and Chorus, MMEA Southeast District Junior and Senior Festival, Southeastern Massachusetts School Bandmasters Association (SEMSBA) Junior and Senior Festival, Massachusetts Association of Jazz Educators (MAJE) Festival, the UMass Band Day and local parades and community performances such as the Hanover Halloween Parade, Town Tree Lighting, Holiday Caroling, Memorial Day Parade, annual Swing Dance, and Hanover Day. The music department also participates in out-of-state performance tours for the performing ensembles on an every other year rotation. If you have any questions about these courses, please speak with the department teachers.

PERFORMING ENSEMBLES

760 INSTRUMENT WORKSHOP

2.5 credits/year

This instrumental class is for any students interested in learning a wind or percussion instrument or for students intending to major in music education. Students may choose to focus on the flute, clarinet, saxophone, trumpet, french horn, trombone, baritone, tuba, and percussion. The focus will be reading basic music notation, building individual technique, developing ensemble skills such as tuning and listening, and performing individually and with others. This is the perfect course for a student who previously played an instrument and wants to return or a band student who wants to learn a double or new instrument. Students planning on majoring in Music Education or Performance are also encouraged to take this course. No previous experience is required.

761 SYMPHONIC BAND

5 credits/year

Symphonic Band is the centerpiece of the instrumental music department and is open to all wind and percussion instrumental students in grades 9-12 of all ability levels. The Symphonic Band begins as the Pride of Hanover Marching Band in the Fall. Students will develop technique and musicianship through performance of quality literature from a variety of genres, styles, and historical periods. Students are expected to prepare for performances and rehearsals through individual practice and sectional rehearsals. Students are encouraged but not required to take private lessons on their instrument. Performing experiences include the Holiday Pops concert, MICCA Festival, Spring Pops, and a variety of community events. Throughout the duration of the course, the students will develop collaborative skills, creativity and innovation, life skills in leadership, ethics, accountability, adaptability, personal responsibility, productivity, social development, self-direction, and responsibility. Previous instrumental music experience is recommended. This course is intended for students in grades 9-12 students who do not desire honors credit.

762 SYMPHONIC BAND – Honors

5 credits/year

To receive honors credit in instrumental performance, students will meet all obligations of Symphonic Band (see course description above). Additionally, students will be required to audition for SEMMEA or SEMSBA, study privately, and/or assume a leadership role (drum major, section leader, etc). This course is for grade 9-12 students with teacher recommendation.

763 JAZZ LAB – H**2.5 credits/year**

The Jazz Lab course is a multifaceted course designed for students who wish to learn to play and improvise in the Jazz idiom and who are interested in learning about the history of Jazz Music. Members will begin to learn elements of Jazz theory, improvisation, and interpretation involving chords, scales, patterns, and stylistic considerations, and will perform in both big band and small-combo settings. Wind players must also be enrolled in the Symphonic Band. Guitar, bass, drum, and piano students are not required to be enrolled. All students will increase their global awareness through the study of music from other nations and cultures resulting in mutual respect for diverse societies and customs. Through the duration of the course, the students will develop skills in collaboration, creativity and innovation, life skills in leadership, ethics, accountability, adaptability, personal responsibility, personal productivity, people skills, self-direction, and social responsibility. This course is for grade 9-12 students with a teacher recommendation.

750 CONCERT CHORUS**5 credits/year**

Concert Chorus is a mixed-voice (male and female) ensemble, open to all students in grades 9-12 who want to sing in a positive, welcoming environment. The primary focus of the class is to help students gain confidence in the use of their own voice. Through this daily practice, students will gain confidence in basic musicianship skills, such as the ability to read music, listen to and analyze music; as well as learn to sing collaboratively and expressively with others. Through the study of a wide variety of choral literature, students will increase their global awareness through the study of music from other nations and cultures resulting in mutual respect for diverse societies and customs. Additionally, students will study and sing several genres of music, including contemporary music of the student's choice. Through the duration of the course, students will develop skills in collaboration, creativity and innovation, life skills in leadership, ethics, accountability, adaptability, personal responsibility, people skills, self-direction, and social responsibility.

751 CONCERT CHORUS – Honors**5 credits/year**

To receive honors credit in choral performance, students will meet all obligations of Concert Chorus. Additionally, students will be required to audition for SEMMEA or SEMSBA, study privately, and/or assume a leadership role (President, VP, Historian). Additional attendance at events outside of school may also be required. This course is for grade 10-12 students, with a teacher recommendation.

752 SELECT CHORUS (VOX) – Honors**5 credits/year**

This ensemble is open to students in grades 10-12 who are committed to achieving the highest levels of musical excellence. Treble voices who show significant control over their vocal technique through an audition and interview process will be selected to join the ensemble. The course will provide students with numerous performance opportunities, via school-related performances and out-of-school performance engagements. Through the study of a wide variety of choral literature, students will increase their global awareness through the study of music from other nations and cultures resulting in mutual respect for diverse societies and customs. Emphasis will be placed on the development of individual vocal technique, choral ensemble balance, stylistic interpretation and analysis, musicianship skills, and creativity through musical expression. Through the duration of the course, the students will develop skills in collaboration, creativity and innovation, life skills in leadership, ethics, accountability, adaptability, personal responsibility, personal productivity, people skills, self-direction, and social responsibility. Members of this ensemble are expected to audition for MMEA District, SEMSBA, and ACDA honor choirs, as determined by the student and the Director. Ensemble members are strongly encouraged, though not required, to take private voice lessons to help maintain the high level of musical integrity that has been established by this group.

MUSIC ELECTIVES**765 GUITAR 1****2.5 credits/year**

This course serves as an introduction to guitar playing and is especially suited for students who would like to eventually play guitar in a band, or write their own songs. Over the course of the year, students will develop skills related to performing on the acoustic guitar including: playing chords and melodies, basic strumming patterns, finger picking technique, and bar chords. Through dedicated practice, students will cultivate musicianship skills, such as the ability to read music and follow a chord chart, listen to and analyze songs, and perform as a soloist and as a member of an ensemble. Students will increase their global awareness through the study of music from other nations and cultures,

resulting in a mutual respect for diverse societies and customs. Through the duration of the course, students will develop skills in critical thinking, communication skills, collaboration, creativity and innovation, and contextual learning; and life skills in accountability, adaptability, personal responsibility, personal productivity, people skills, and self-direction. Possible final project topics for the class include, but are not limited to forming a band with fellow classmates and writing your own song; composing a solo song; creating a music video covering a song you love. This course is for students in grades 9-12.

766	GUITAR 2	2.5 credits/year
Students who have successfully completed Guitar 1 may register for Guitar 2.		

767	GUITAR 3	2.5 credits/year
Students who have successfully completed Guitar 2 may register for Guitar 3.		

781	PIANO 1	2.5 credits/year
<p>This course will provide students with introductory experiences on the keyboard. Taught in the Music Technology Lab, each student will have opportunities to develop performance techniques necessary to perform simple songs on our KORG keyboards. No prior piano/keyboard skills are needed for this course. Students will gain a working knowledge of selected scales, chord progressions, music reading skills, and expressive characteristics appropriate to the keyboard. Students will also explore the evolution of the keyboard to its current technology and will learn about famous pianists and composers. The students will increase their global awareness through the study of music from other nations and cultures resulting in a mutual respect for diverse societies and customs. Through the duration of the course, the students will develop skills in critical thinking, communication skills, collaboration, creativity and innovation, and contextual learning; and life skills in accountability, adaptability, personal responsibility, personal productivity, people skills, and self-direction. This course is for students in grades 9-12.</p>		

782	PIANO 2	2.5 credits/year
Students who have successfully completed Piano 1 may register for Piano 2.		

783	PIANO 3	2.5 credits/year
Students who have successfully completed Piano 2 may register for Piano 3.		

770	THE MUSIC THAT MAKES US	2.5 credits/year
<p>This course is intended for the student who has a general interest in music. The development of popular music, beginning with the blues and Jazz, continuing through early rock-n-roll, with the British invasion, and popular trends up to today will be explored as well as Musical Theater, hip hop, and contemporary American music. The students will increase their global awareness through the study of Western and African music and how these traditions gave birth to American music. Through the duration of the course, students will develop skills in critical thinking, communication skills, collaboration, creativity and innovation, and contextual learning; and life skills in accountability, adaptability, personal responsibility, personal productivity, people skills, and self-direction. This course is for students in grades 9-12.</p>		

771	SONGWRITING	2.5 credits/year
<p>This course is intended for the student who has an interest in discovering what makes a hit song and how they are written. It is also a gateway for advanced studies in music theory. Students will review the basic fundamentals of music including sound, harmony, melody, rhythm, timbre, form, and growth. By the completion of the course, students will have a portfolio of songs and compositions in a variety of styles. Students will also explore the composition of digital music by using various music technology software including StudioOne, Garageband, Finale, and Noteflight. Students taking this course should have an interest in creative writing, music composition, and collaboration. No formal music training is required. This course fulfills the prerequisite for AP Music Theory. Songwriting can be taken simultaneously or sequentially with Recording and Music Production or as a standalone course. This course is intended for students in grades 9–12.</p>		

772 SOUND RECORDING & PRODUCTION

2.5 credits/year

This course is designed for students who have an interest in recording, mixing, mastering, and producing their own music. Course topics include acoustics, signal pathway, using microphones and audio devices, digital audio workstations, and beat/loop production. Students will use the music technology lab and specialized audio equipment to work creatively and collaboratively on several projects building technical skills in music technology for recording and live sound reinforcement. Songwriting can be taken simultaneously or sequentially with Songwriting or as a standalone course. This course is intended for students in grades 9-12.

773 MUSIC IN FILM & MULTIMEDIA

2.5 credits/year

This course will allow students to explore the psychology of music and how it shapes our thoughts and emotions. They will discover specific ways in which music can be used as an influential tool through various media, as well as determine why some music fits certain situations where other music does not. Film concepts will include many examples of soundtracks, underscoring, and source music. Students will also investigate what makes a catchy jingle in advertising, as well as the composition of memorable themes for television themes. We will also investigate the world of video game music and the current market for multimedia composition. Through the duration of the course, students will develop skills in critical thinking, collaboration, creativity and innovation, information and media literacy, and contextual learning. This course is for students in grades 9-12.

774 PARTNERSHIP IN MUSIC

2.5 credits/year

Partnership in Music is a collaborative class for students of all abilities and interests. This class will facilitate a positive collaboration between students that focuses on the various aspects of music-making: playing instruments, singing, dancing, composing, and listening to a wide variety of music. Through these collaborations, a wide range of cognitive, emotional, and physical abilities will be developed, as well as positive and rewarding friendships between students. This course is specifically designed for students who are interested in a career in music therapy. This course is open to all students in grades 10-12.

776 MUSIC THEORY – Advanced Placement

5 credits/year

This course is specifically designed for students with a strong interest in music. Upon successful completion of this course, the student will be prepared to take the AP Music Theory Exam. This course helps master the rudiments and terminology of music learned in previous courses, including notational skills; intervals; scales and keys; chords; metric organization; and rhythmic patterns. The course progresses to more sophisticated and creative tasks, including composition of a bass line for a given melody, implying appropriate harmony; realization of a figured bass; realization of a Roman numeral progression; and analysis of repertoire, including the study of motivic treatment, examination of rhythmic and melodic interaction between individual voices of a composition, and harmonic analysis of functional tonal passages. Common-practice tonality will be studied via functional triadic harmony in traditional four-voice texture (with vocabulary including non-harmonic tones, seventh chords, and secondary dominants), tonal relationships, and modulation to closely related keys. This course also incorporates a brief introduction to Twentieth-century styles through analysis and original composition. Throughout the course, musical skills are developed through the following types of exercises (both conducted in class and assigned as homework): listening (discrete intervals, scales, etc.; dictations; excerpts from literature); sight-singing; written exercises; creative exercises; analytical exercises. Through the duration of the course, the students will develop skills in critical thinking, collaboration, creativity and innovation, information and media literacy, and contextual learning; and life skills in accountability, adaptability, personal responsibility, personal productivity, people skills, social responsibility, and self-direction. Any student who enrolls in an AP course is required to take the AP exam in May of the school year. This course is for grade 10-12 students who have successfully completed a performing ensemble, Songwriting, or Music Theory, or by Department Head approval.

PERFORMING ARTS & COMMUNICATION COURSES

Course No.	Title	Level	Credits	Grades
161	Communications	CP	2.5	9, 10, 11, 12
172	Broadcast Journalism	CP	2.5	9, 10, 11, 12
173	Introduction to Drama	CP	2.5	9, 10, 11, 12
183	Drama 2 – Honors	H	2.5	10, 11, 12
193	Partnership in Drama	CP	2.5	9, 10, 11, 12
790	Technical Theater	CP	2.5	9, 10, 11, 12

161 COMMUNICATIONS

2.5 credits/year

Open to all students in grades 9-12, students will explore skills and concepts for communicating ideas verbally. Activities include forming topics and ideas, debates, persuasive speeches, and analysis of multiple forms of the spoken word.

172 BROADCAST JOURNALISM

2.5 credits/year

Students enrolled in Broadcast Journalism will gain first-hand experience in the functional and creative aspects of television production. Working both behind the scenes and on camera, in the studio and on location, students will be trained in pre-production planning, camera, studio set-up, lighting, filming, editing, and storage of footage. They will learn how to write and deliver newscasts, interviews, public service announcements, sportscasts, editorials, and live reports. Students will learn journalistic principles as the foundation of their news-gathering procedure, establishing the proper channels of how to tell a story. They will be taught to understand their immediate surroundings and begin to understand the narratives that lie among them. This course is open to all students.

173 INTRODUCTION TO DRAMA

2.5 credits/year

Open to all students in grades 9-12, this course is designed for students interested in learning how to perform on the stage. Students will develop acting skills through improvisation, scene work, theatre exercises, and group play-building. Students will be required to memorize and perform both monologues and group scenes. Students will also learn the essential mechanics of script analysis and character development through the analysis of varied and proven works.

183 DRAMA 2 – Honors

2.5 credits/year

Open to all students in grades 9-12, this course is a continuation course from Drama 1, which deals with further investigation and application of performance skills. Students will perform monologues, scene-work, improvisation activities, and classical drama with further analysis of dramatic structure, themes, and styles. Emphasis will be on performance, reading, and written work, including reflections, character creation, analysis, and theater history. Students will also play the role of director and audience member for their peers in multiple iterations. *The prerequisite for this class is the completion of Drama 1 or Department Head approval.

193 PARTNERSHIP IN DRAMA

2.5 credits/year

Partnership in Drama is a collaborative class designed to give students of all abilities and backgrounds a chance to experience and learn skills for performing on the stage. Students will play improvisation games, move and dance, select and recite monologues and scenes from a variety of genres, and watch examples of dramatic performances. This class is designed to give students the ability to learn how to create characters, and collaborate with others in a scene or ensemble, as well as allow students to grow in their ability to express themselves while gaining confidence in a safe

space. Through this class, all students will share in the joy of drama while creating friendships and learning from each other. This class is open to all students in grades 9-12.

790 TECHNICAL THEATER

2.5 credits/year

This course will introduce students to technical theater concepts, design, and implementation. The course will center around hands-on training as well as theory in theatrical elements including, but not limited to, lighting, sound, stage management, properties, costumes, makeup, safety protocols (IATSE Standards), publicity and house management, set design, and supervised construction, show production, and rights and licensing. Students will gain a well-rounded understanding of technical theater, theater production, and theatrical design. They will research, read and analyze theatrical productions/works for technical design elements. Learned skills will be applied to classwork, full-scale productions (Main Stage Musical, Drama Festival, Spring Show, PRISM, etc.), and in-school presentations. They will learn how to keep a clean and safe workspace, how to program and run our sound and lighting boards, how to work our rigging and fly rail systems, and general theater maintenance. This course is open to all students in grades 9-12.

PHYSICAL EDUCATION AND WELLNESS COURSES

Course No.	Title	Level	Credits	Grades
802	Physical Education 9/10	CP	2.5	9, 10
803	Physical Education 11/12	CP	2.5	11, 12
814	Partnership in Physical Education	CP	2.5	10, 11, 12

Physical Education and Health Education are combined to make up the Wellness Education Curriculum. Each course offers students a combination of lifetime activities and health-related topics designed to broaden the student's overall well-being - including, but not limited to - the creation of a supportive learning community and the development of self-awareness and self-management.

802 PE 9/10 2.5 credits/year

This introductory course will provide learners with an understanding of health-related fitness, group dynamics, communication and collaboration, and individual/team skill-building. The following learning experiences may be included: basketball, badminton, health-related fitness, strength training, touch football, field hockey, power walking, volleyball, ultimate Frisbee, yoga, softball, Wiffle ball, rag ball, and tennis. Students will be able to perform and demonstrate proper stretching mechanics. Students will demonstrate their learning and achievement through performance-based and written assessments. In addition to physical activities, each year relevant adolescent health and wellness topics will be integrated into the curriculum. The curriculum may include wellness topics such as diet, sun safety, body image, substance abuse, bullying, and depression.

803 PE 11/12 2.5 credits/year

This physical education course, for juniors and seniors, will include learning experiences in health-related fitness and exercise concepts, group dynamics, movement studies, rhythmic and dance, strength and conditioning, lifetime activities, and advanced team concepts. Specific activities offered include badminton, weight training, aerobics, yoga, Pilates, team handball, floor hockey, two-hand touch football, ultimate Frisbee, power walking, tennis, softball, and basketball. Students will demonstrate their learning achievement and will be accountable through performance and cognitive technological assessments. All students will either design their own personal fitness plan or develop and conduct a lesson plan for a unit of their choice. Each personal fitness plan or lesson plan will include at least one form of technology and demonstrate effective writing skills. In addition to physical activities, each year relevant adolescent health and wellness topics will be integrated into the curriculum. The curriculum may include wellness topics such as safe driving, substance abuse, gender identity, healthy relationships, CPR and First Aid, healthy sleep habits, and depression.

814 PARTNERSHIP IN PHYSICAL EDUCATION 2.5 credits/year

A collaborative instructional program for both typical learners as well as learners with a disability to give all students the skills necessary for a lifetime of rich leisure, recreation, and sports experiences to enhance physical fitness and wellness. Students will play games and learn about exercise as a fundamentally important aspect to life-long physical well-being. This course is open to grades 10-12.

Learning Expectations Matrix Assessment Assignments

	Reading	Writing	Speaking	Technology	Solving	Wellness	Ethics	Civics
English	X	X	X					
Social Studies	X	X						X
Foreign Language	X	X	X					
Math				X	X			
Business				X	X			
Science & Engineering				X	X			X
Art	X		X				X	
Music	X	X					X	
Phys. Ed & Wellness						X	X	

Consistent with our Core Belief that the Hanover High School community provides a competitive and challenging curriculum empowering students to succeed in the academic, social, and civic arenas, each of the departments listed above has been assigned responsibility to assess student learning for its designated Learning Expectations. Analytic Rubrics, written to assess student progress in each of these areas, are incorporated into lessons as appropriate to give students an understanding of their progress in each of these areas. By the time a student graduates from Hanover High School, he/she will be given several opportunities to demonstrate knowledge in these critical learning expectations.

The rubrics that match each of the Learning Expectations can be found on the subsequent pages.

1. Academic Learning Expectation: The HHS graduate reads actively and critically.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (R.RI.CCR.1)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Key Ideas and Details	Cites textual evidence to support comprehension of texts using explicit information. Identifies central ideas or themes of a text, and recognizes that individuals, events, and ideas develop and interact over the course of a text.	Cites specific textual evidence to support comprehension of texts using both explicit and inferred information. Identifies central ideas or themes of a text, and recognizes key supporting details. Interprets how individuals, events, and ideas develop and interact over the course of a text.	Cites specific and relevant textual evidence to support comprehension of texts using both explicit and inferred information. Analyzes central ideas or themes of a text and summarizes key supporting details. Analyzes how and why individuals, events, and ideas develop and interact over the course of a text.	Cites complex and significant textual evidence to support comprehension of texts using both explicit and inferred information. Evaluates central ideas or themes of a text, analyzes their development, and incorporates key supporting details. Evaluates how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	Recognizes that words and phrases in text, including technical, connotative, and figurative meanings, shape meaning and tone. Identify text organizational features (e.g. paragraphs, chapters, or stanzas) as parts of a larger structure. Identifies information in texts in terms of purpose and audience.	Interprets words and phrases in text, including technical, connotative, and figurative meanings, and determines how they shape meaning and tone. Interprets how text organizational features (e.g. paragraphs, chapters, or stanzas) relate to each other as parts of a larger structure. Recognizes that information in texts in terms of purpose and audience shapes the content and style of a text.	Examines words and phrases in text, including technical, connotative, and figurative meanings, and analyzes how they shape meaning and tone. Analyzes how text organizational features (e.g. paragraphs, chapters, or stanzas) relate to each other as parts of a larger structure to construct and convey meaning. Examines how information in texts in terms of purpose and audience shapes the content and style of a text.	Analyzes words and phrases in text, including technical, connotative, and figurative meanings, and evaluates how they shape meaning and tone. Evaluates how text organizational features (e.g. paragraphs, chapters, or stanzas) relate to each other as parts of a larger structure to construct and convey meaning. Evaluates how information in texts in terms of purpose and audience shapes the content and style of a text.
Integration of knowledge and Ideas **Argument Only	Recognizes that two or more texts can address similar themes or topics. **Recognizes the argument and specific claims in a text.	Interprets how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Interprets the argument and specific claims in a text.	Analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Analyzes the argument and specific claims in a text.	Evaluates how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Delineates and evaluates the argument and specific claims in a text.
Text Complexity	Reads and comprehends literary	Reads and comprehends basic	Reads and comprehends literary	Reads and comprehends complex

	and informational texts.	literary and informational texts proficiently.	and informational texts independently and proficiently.	literary and informational texts independently and proficiently.
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2a. Academic Learning Expectation: The HHS graduate writes effectively to construct and convey meaning.

Write ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.CCR.1)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Claim/Thesis	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.
Organization/Development	The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.	The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.
Audience	The text illustrates an inconsistent awareness of the audience's knowledge level.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim.	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim.
Cohesion	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and the reasons. The text links the counterclaims to the claim.	The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationships between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.

2b. Academic Learning Expectation: The HHS graduate writes effectively to construct and convey meaning.

Write INFORMATIVE/EXPLANATORY texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.CCR.2)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Focus/ Thesis/ Ideas	The text has an unclear topic with some ideas, concepts, and information.	The text has a topic that informs the reader with accurate ideas, concepts, and information that creates a unified whole.	The text focuses on an interesting topic that informs the reader with accurate ideas, concepts, and information that creates a unified whole.	The text clearly focuses on a compelling topic that informs the reader with accurate ideas, concepts, and information that creates a unified whole.
Organization/ Development	The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.	The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides significant facts, extended definitions, concrete details, quotations, and/or examples that thoroughly develop and explain the topic. The text provides a conclusion that supports the topic and examines its implications and significance.
Audience	The text illustrates an inconsistent awareness of the audience's knowledge level about the topic.	The text considers the audience's knowledge level about the topic.	The text anticipates the audience's knowledge level and concerns about the topic.	The text consistently addresses the audience's knowledge level and concerns about the topic.
Cohesion	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text strategically uses words, phrases, and clauses to link the major sections of the text. The text explains the relationships between the topic and the examples and/or facts.
Language and Style	The text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some literary techniques.	The text presents a formal, objective tone. The text uses relevant language, vocabulary, and other literary techniques to manage the complexity of the topic.	The text presents a formal objective tone. The text uses precise language, vocabulary, and other literary techniques to manage the complexity of the topic.	The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and other techniques to manage the complexity of the topic.
Conventions	The text contains multiple inaccuracies in standard English conventions of usage and mechanics.	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in	The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which

			which they are writing (MLA, APA, etc.).	they are writing (MLA, APA)
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2c. Academic Learning Expectation: The HHS graduate writes effectively to construct and convey meaning.

Write NARRATIVES to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.CCR.3)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Exposition	The text provides a setting with a vague conflict, situation, or observation with an unclear point-of-view. It introduces a narrator and/or undeveloped characters.	The text orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one point of view and introduces a narrator and/or developed characters.	The text engages and orients the reader by setting out a conflict, situation, or observation and its significance. It establishes one or multiple points-of-view and introduces a narrator and/or well-developed characters.	The text creatively engages the reader by setting out a well-developed conflict, situation, or observation and its significance. It establishes one or multiple points-of-view and/or complex characters.
Narrative techniques and Development	The text uses some narrative techniques, such as dialogue or description and merely retells events and/or experiences.	The text uses narrative techniques, such as dialogue, description, and reflection to show events and/or experiences.	The text demonstrates deliberate narrative techniques – such as dialogue, pacing, description, reflection, and/or multiple plot lines – to develop experiences, events, and/or characters.	The text demonstrates sophisticated narrative techniques – such as engaging dialogue, artistic pacing, vivid description, complex reflection, and/or multiple plot lines – to develop experiences, events, and/or characters.
Organization and Cohesion	The text creates a sequence or progression of experiences or events.	The text creates a logical progression of experiences or events using some techniques – such as flashback, foreshadowing, suspense, etc. – to sequence events so that they build on one another to create a coherent whole.	The text creates a smooth progression of experiences or events using a variety of techniques – such as flashback, foreshadowing, suspense, etc. – to sequence events so that they build on one another to create a coherent whole.	The text creates a seamless progression of experiences or events using multiple techniques – such as flashback, foreshadowing, suspense, etc. – to sequence events so that they build on one another to create a coherent whole.
Style and Conventions	The text uses words and phrases, telling details to convey experiences, events, settings, and/or characters.	The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.	The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.
Conclusion	The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The text builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.

3. Academic Learning Expectation: The HHS graduate speaks effectively.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks (SL.CCR.4)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Ideas and Content	Shares inaccurate or simplistic ideas and content. Lacks understanding of content.	Shares researched ideas and content. Demonstrates cursory understanding of content.	Shares accurate well-researched ideas and content. Demonstrates understanding of content.	Shares fresh, well-researched ideas and content. Demonstrates mastery of content.
Organization	Lacks organizational techniques, omitting either introductory statement, concluding statement, or logical progression of ideas. Speaks without relevance and purpose.	Uses some organizational techniques; omits either introductory statement, or concluding statement, with no logical progression of ideas. Speaks with minimal relevance and purpose.	Organizes adequate introductory and concluding statements, bookending logical progression of ideas. Speaks with relevance and purpose.	Organizes strong introductory and concluding statements, bookending logical progression of ideas. Speaks with pointed relevance and purpose.
Delivery	Uses none or few explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses some explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses a variety of explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).	Uses a wide variety of explicit techniques for oral presentations (e.g., modulation of voice, inflection, tempo, enunciation, pronunciation and eye contact).
Ideas and Content	Shares inaccurate or simplistic ideas and content. Lacks understanding of content.	Shares researched ideas and content. Demonstrates cursory understanding of content.	Shares accurate well-researched ideas and content. Demonstrates understanding of content.	Shares fresh, well-researched ideas and content. Demonstrates mastery of content.

4. Academic Learning Expectation: The HHS graduate is a responsible and proficient user of current technology and is receptive to emerging technology.

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals. (ISTE NETS-S 9-12)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Safe and Appropriate Use	Rarely uses technology in a safe and appropriate manner. Requires significant adult guidance.	Occasionally uses technology in a safe and appropriate manner. Requires regular adult guidance.	Frequently uses technology in a safe and appropriate manner. Requires minimal adult guidance.	Consistently uses technology in a safe and appropriate manner. Requires no adult guidance.
Responsibility	Rarely uses technology in a responsible manner that is consistent with the school policies.	Occasionally uses technology in a responsible manner that is consistent with the school policies.	Frequently uses technology in a responsible manner that is consistent with the school policies.	Consistently uses technology in a responsible manner that is consistent with the school policies.
Efficiency	Rarely works independently to select and employ correct technology. Does not increase productivity.	Occasionally works independently to select and employ correct technology. Minimally increases productivity.	Frequently works independently to select and employ correct technology. Moderately increases productivity.	Consistently works independently to select correct technology. Significantly increases productivity.
Receptivity	Rarely seeks to implement new, different, or emerging technology.	Occasionally seeks to implement new, different, or emerging technology.	Frequently seeks to implement new, different, or emerging technology.	Consistently seeks to implement new, different, or emerging technology.

5. Academic Learning Expectation: The HHS graduate creatively applies concepts to interpret information, to solve problems, and to justify solutions.

Make sense of problems and persevere in solving them. (CCSS.MATH.PRACTICE.MP1)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Problem	Demonstrates a limited ability in identifying a problem statement or related contextual factors.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
Strategies	Identifies one or more approaches for solving the problem that do not apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies multiple approaches for solving the problem that apply within a specific context.
Solutions	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.
Evaluate	Evaluation of solutions is superficial (e.g., contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (e.g., explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (e.g., contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is deep and elegant (e.g., contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.

6. Social Learning Expectation: The HHS graduate practices personal wellness.

Promote habits and conduct that enhance health and wellness, and guide efforts to build healthy families, relationships, schools, and communities.. (MA DESE GP I - V)				
Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Health & Wellness: Mental and Emotional	Demonstrates limited understanding and treatment of stress, anxiety, depression and self-esteem.	Demonstrates basic understanding and treatment of stress, anxiety, depression and self-esteem.	Demonstrates adequate understanding and treatment of stress, anxiety, depression and self-esteem.	Demonstrates knowledgeable understanding and treatment of stress, anxiety, depression and self-esteem.
Health & Wellness: Social	Demonstrates limited understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.	Demonstrates basic understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.	Demonstrates adequate understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.	Demonstrates knowledgeable understanding and awareness of types of abuse, healthy relationships, and responsible decision-making and problem solving skills.
Health & Wellness: Safety and Prevention	Demonstrates limited understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.	Demonstrates basic understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.	Demonstrates adequate understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.	Demonstrates knowledgeable understanding of the causes and effects of bullying, substance abuse, suicide, and risky behavior, as well as disease prevention and life saving skills.
Physical Education: Team Sports	Demonstrates limited understanding of team concepts, strategies, rules and participation.	Demonstrates basic understanding of team concepts, strategies, rules and participation.	Demonstrates adequate understanding of team concepts, strategies, rules and participation.	Demonstrates knowledgeable understanding of team concepts, strategies, rules and participation.
Physical Education: Individual Sports	Demonstrates limited understanding of individual sports concepts, strategies and rules.	Demonstrates basic understanding of individual sports concepts, strategies and rules.	Demonstrates adequate understanding of individual sports concepts, strategies and rules.	Demonstrates knowledgeable understanding of individual sports concepts, strategies and rules.
Physical Education: Lifetime Activities	Demonstrates limited understanding of lifetime fitness, movement and setting personal goals.	Demonstrates basic understanding of lifetime fitness, movement and setting personal goals.	Demonstrates adequate understanding of lifetime fitness, movement and setting personal goals.	Demonstrates knowledgeable understanding of lifetime fitness, movement and setting personal goals.

7. Social Learning Expectation: The HHS graduate acts responsibly and works ethically.

Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Attendance / Promptness	Arrives late to class more than once a week and/or has poor class attendance.	Arrives late to class more than once every two weeks and regularly attends class.	Arrives late to class less than once every two weeks and regularly attends class.	Arrives promptly and regularly attends class.
Participation and Preparation	Contributes rarely or never to class. Is unprepared for class.	Contributes occasionally to class by offering ideas and asking questions. Is occasionally prepared for class.	Contributes to class by offering relevant ideas and asking appropriate questions. Is usually prepared for class.	Contributes by exhibiting a mastery of subject matter by offering analysis, thought provoking ideas, and probing questions. Is always prepared for class.
Listening Skills	Listens rarely and requires continuous prompts to respond. Needs directions repeated. Is off task and disruptive.	Listens selectively and requires prompts to respond. Needs directions repeated occasionally. Is off task at times.	Listens attentively and rarely needs prompts to respond. Follows directions. Remains on task.	Listens actively and respectfully. Responds independently and conscientiously while incorporating the ideas of others. Follows directions independently and completes task.
Conduct and Accountability	Fails to meet classroom and school expectations. Demonstrates no individual accountability regarding course work, classroom interactions, and social behaviors.	Meets classroom and school expectations selectively. Demonstrates minimal individual accountability regarding course work, classroom interactions, and social behaviors.	Meets classroom and school expectations. Demonstrates individual accountability regarding course work, classroom interactions, and social behaviors.	Exceeds classroom and school expectations while exhibiting leadership qualities. Demonstrates a high level of individual accountability and initiative regarding course work, classroom interactions, and social behaviors.

8. Civic Learning Expectation: The HHS graduate is an active citizen who demonstrates an understanding of civic responsibility and worldwide current events.

Levels of Achievement				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Exemplary
Current Events	Demonstrates little to no comprehension of current political, social, environmental and economic situations across the globe.	Demonstrates some comprehension of current political, social, environmental and economic situations across the globe.	Demonstrates good comprehension of current political, social, environmental and economic situations across the globe.	Demonstrates an excellent comprehension of current political, social, environmental and economic situations across the globe.
Understanding Perspectives	Analyzes little or no political, social, environmental and economic issues from any perspective.	Analyzes some political, social, environmental and economic issues from their own perspective.	Analyzes political, social, environmental and economic issues from more than one perspective.	Analyzes political, social, environmental and economic issues in a variety of perspectives.
Understanding Impact of Decisions	Demonstrates little to no understanding of the effects of various political, social, environmental and economic decisions and actions.	Demonstrates some understanding of the effects of various political, social, environmental and economic decisions and actions.	Demonstrates a good understanding of the effects of various political, social, environmental and economic decisions and actions.	Demonstrates an excellent understanding of the effects of various political, social, environmental and economic decisions and actions.
Civic Engagement	Participates a little or not at all in current political, social, environmental and economic situations.	Participates to some degree in current political, social, environmental and economic situations.	Participates well in current political, social, environmental and economic situations.	Participates extremely well in current political, social, environmental and economic situations.